A Sociological Analysis

of

RURAL EDUCATION IN LOUISIANA

by

Marion Bush Smith

LOUISIANA STATE UNIVERSITY STUDIES

Number 35

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LOUISIANA STATE UNIVERSITY PRESS
UNIVERSITY : LOUISIANA : 1938

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PRINTED IN THE UNITED STATES OF AMERICA
BY THE FRANKLIN PRESS, BATON ROUGE, LOUISIANA

To My Wife
Lucia Forsyth Smith

ACKNOWLEDGMENTS

The writer desires to express his gratitude and appreciation to Dr. T. Lynn Smith, professor of sociology, and to Dr. Homer L. Garrett, professor of secondary education in the Louisiana State University, for their advice and counsel. The author also wishes to acknowledge his obligation to the educational leaders of the state, especially to Mr. John E. Coxe, State High School Supervisor; Dean M. P. Rogers, Louisiana State Normal College; Mr. John E. Lombard, Director of Teacher-Certification and Training; Mr. John L. McDuff, Superintendent of Franklin Parish; Mr. T. O. Brown, Superintendent of Ouachita Parish; Mr. T. A. Judd, Principal of the Mangham High School; Mr. Jack Hayes, Principal of the Ouachita Parish High School; and Mr. E. L. Talbot, Principal of the Terrebonne High School for their courtesies and co-operation.

FOREWORD

Today as never before there is great need for a more complete understanding of educational institutions by the sociologist, of sociological facts and principles by the educator. Sociologists have been all too prone to diagnose institutions, including the schools, and to prescribe remedies, without: (1) a thorough grounding in educational theory and practice; and (2) carefully checking the results of their prescriptions with the experiences of men in the school system. Educators on the other hand, especially those responsible for rural schools, very largely have failed to recognize that the school is but one element in the integral whole that is the community. The relationship of the school to the community that it is dependent upon and to the "great society" has not received proper consideration. School policies have been projected and put into effect with little or no consideration of their ultimate effects upon other institutions or even the proper functioning of society itself.

At present the program of education is undergoing great changes. It is utilizing many new agencies, calling into play many new factors. Nowadays, education is especially concerned with social and economic well-being. For this reason it is important that there be a close coordination of socio-economic information and educational practice. The present study, completed as a doctoral dissertation in the combined fields of education and sociology, is an excellent beginning along these lines.

A word is necessary about the author. He is peculiarly fitted for the task of gearing sociological fact and theory to educational needs and practice. Professor Smith brings to bear upon the rural schools of Louisiana the analytical insight gained through years of practical work in the Public School System of the state. To this he has added advanced training in educational theory. Finally, with this background of education he has combined intensive advanced graduate work in the field of sociology, practical experience in social research, and several years of teaching in sociology and social science. The pages which follow are a demonstration of the understanding which such a background can contribute to the fundamental educational and other social problems of the state.

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CHAPTER I

INTRODUCTION

This is an analytical study of the rural public schools of Louisiana in which white children are trained. More specifically it analyzes Louisiana's public schools in quest of information on the following topics:

1. The qualifications and tenure of rural school teachers.
2. The character of rural school plants and their furnishings.
3. The size of rural schools.
4. The course of study in rural schools.
5. The adaptation of the course of study to the needs of the community or neighborhood in which the school is located.
6. The rate of pupil progress in rural schools.
7. The extent of consolidation of schools as indicated by the transportation of pupils to school.
8. The provisions made in rural schools to aid in the social development of the children.
9. The recognition on the part of the school of its obligation to the community.
10. Possible inadequacies or weaknesses in the system of consolidated rural schools.

Scope of the Study: This study is limited to the schools for white children of Louisiana in general and to 12 schools distributed in different sections of the state in particular. For this study the schools are classified as follows:

1. The Rural Consolidated High Schools.
   a. Those located in the open country or in unincorporated hamlets.
   b. Those located in incorporated village centers.
2. Those Consolidated High Schools Located in Urban Centers which educate rural children of its hinterland who are transported to school.
3. The Rural Elementary Schools.
   a. The Consolidated Rural Elementary School.
   b. The Neighborhood School.

At least two schools, one from the French and one from the Anglo-Saxon culture areas of the state, were selected to represent each category. These schools were chosen as representative after consultation with members of the faculty of the Louisiana State University in both the Education and the Sociology departments.

Definitions: Definition of some of the terms used will add to an understanding of the study.

"Rural school" is used to mean any school which trains children who come from homes located in "rural" areas. "Rural" is used as it is defined by the United States Census Bureau, i.e., those living within areas with a population of less than 2,500.

A "high school" may mean simply the eighth through the eleventh grades (as it is organized in Louisiana) or at times it may refer to a particular educational institution in which the children from the primary grades through the secondary department are educated.

"A consolidated school" is a school serving an area larger than the usual school district and so removed from a portion of the students that a system of transportation must be furnished those members. It is usually formed by closing the smaller schools in the near-by neighborhood and transporting the children to a centralized institution.

In referring to agglomerations of people within an area, the following classifications will be adhered to:

1. Hamlet—unincorporated center with a few residences and one or more commercial institutions to supply the primary needs of the immediate population, but situated within the "trade area" of a nearby village or town.
2. Small Village—incorporated center of population with fewer than 1,000 people.
3. Large Village—incorporated center of population of 1,000 to 2,500.
4. Small Town—having a population of 2,500 to 5,000.
5. Large Town—center of 5,000 to 10,000 population.
6. Small City—population of from 10,000 to 100,000.[1]

Importance of the Study: The importance of the subject of this study can be judged by the fact that although 77.2 per cent of the white population of Louisiana outside of New Orleans is classed as rural, and 64.1 per cent of all white children of school age (6 to 17 inclusive) are rural, yet no differentiation is made in Louisiana between rural schools and urban schools.

Most of the unfavorable criticism directed against rural schools has been aimed at the small "district school" or the "one-room school." Associated with this criticism of the small rural school has come the advocacy on the part of educators and sociologists for consolidated or centralized schools. The consolidation of schools has been attended with the closing of one-room schools. In Louisiana, between 1910 and 1934, 1,334 one-room schools were either closed or enlarged so that they were no longer one-room schools. The total number of schools for white children in the state during the period decreased from 2,300 to 1,210—a decrease of 1,090 schools within 24 years. At the same time the number of white educables increased from 304,157 to 399,999—an increase of 95,842—and the actual school

[1] This classification is used by Dr. T. Lynn Smith, professor of sociology in Louisiana State University, in his classes in rural sociology.

attendance increased from 131,667 to 245,252—a gain of 113,585 in the white school enrollment.[2] In other words, while the number of schools was decreasing by 47.4 per cent, the actual white school enrollment was increasing by 86.3 per cent.

It has been generally accepted as an educational axiom that the consolidated school is the panacea for the ills attributed to rural schools. Certain rural parishes in the state, with white school enrollments ranging from 2,500 to 4,079, have consolidated their schools to such an extent that from six to 10 schools take care of the school enrollment within each parish.[3]

There has been no critical examination of the work done in the new-type schools of the state. Such an examination is needed. It seems desirable that study of the present schools be made to determine their merits and possible defects.

Sources of the Data: Data for this study were obtained from the following sources: The United States Census Reports for 1930; the annual reports of the State Department of Education of Louisiana; the files of the High School and College Commission of the State Department of Education of Louisiana; the files of the State High School Supervisor; the files of the State Budget Committee. In addition to these sources, personal visits were made to each of the schools selected for individual case study. During the visits information was secured from the principals' office records concerning the school enrollment and the transportation of pupils, the qualification and tenure of teachers, and the extracurricular activities of the schools. The character of the school plants and their furnishings was observed. Finally, a schedule of questions, made out in two forms (one for the elementary school children above the third grade and the other

[2] "Eighty-Sixth Annual Report for the Session 1934-35," *Bulletin No. 309,* State Department of Education of Louisiana, pp. 27, 81.

[3] Allen Parish with 3,866 white educables operates six schools; Beauregard with 3,278 white educables operates 10 schools; Bossier with 3,290 white educables operates six schools; and Webster with 4,079 white educables operates 10 schools. *Ibid.,* pp. 52-53 and 136-137.

for the high school pupils), was given to each child above the third grade in the selected schools.[4]

Order of Presentation: A summary of the literature dealing with rural education is presented first. This is followed by a chapter devoted to an analysis of the Louisiana population. The next chapter is concerned with the state schools in general, with a brief analysis of the school organization, consolidation of schools, the course of study, and the teaching personnel. The remainder of the study is devoted to analysis of the individual schools, beginning with the "Rural Consolidated High Schools," then the "Rural Consolidated High Schools Located in Urban Centers," and finally, the "Rural Elementary Schools." A summary chapter concludes the study.

[4] For a copy of these schedules see Tables 1 and 2 in the Appendix.

CHAPTER II

A SURVEY OF THE LITERATURE DEALING WITH RURAL EDUCATION

"The main single deficiency in rural life to-day is the lack of enough of the right kind of education."[1] So wrote Cubberley in his *Rural Life and Education,* published in 1914. And yet Cubberley was not the first to sense this important truth, for 20 years prior to the publication of his book the recognition of this fact caused the National Educational Association to appoint its now famous Committee of Twelve to study rural schools.[2] Nor have conditions been so much improved that educators and sociologists of the present are completely satisfied with the achievements which have been made.

A rather formidable mass of material has been written on various aspects of the problems of rural education in the form of reports of commissions appointed to study the subject, books dealing with education, books concerned with rural sociology, magazine articles treating various aspects of rural life and rural schools, reports of surveys in counties and states, government bulletins, and agricultural experiment station publications.

A summary of the important contributions in the field, which is the aim of this chapter, will be considered under the following divisions:

I. The defects existing in rural schools.
   a. Qualifications and tenure of rural teachers.
   b. The length of the school term.

[1] Ellwood P. Cubberley, *Rural Life and Education* (New York: Houghton Mifflin Company, 1914), p. 105.

[2] The Committee of Twelve was appointed at the annual meeting of the National Educational Association, July 9, 1895. The report of the Committee was published in 1897.

c. The character of school buildings and furnishings.
d. The size of the rural schools.
e. The course of study in rural schools.

II. Suggestions for improving rural schools.
a. Redirection of rural education.
b. Consolidation of schools.

I. *The Defects in Our Rural Schools:* Much of the literature on the subject has been devoted to pointing out the defects or inadequacies found in the rural schools.

a. Qualifications and Tenure of Rural Teachers: One could hardly discuss the weakness of rural schools without considering the character of the teachers—their training, experience, and security in the positions they hold—for to a very high degree the success or failure, the strength or weakness of the school rests in the type of teacher employed. Reeder does not overstate the case in saying, " 'As is the teacher, so is the school' is a time worn truism. The teacher primarily determines whether the school will be efficient or inefficient."[3] For that reason it is not surprising to find so much written on the character of training and experience found among rural school teachers.

The Committee of Twelve discovered that most of the teachers in rural schools were inexperienced. Few of the rural teachers were normal-school graduates because of the fact that those who had that degree of training could secure better salaries in the urban schools or larger rural schools. "In them (the rural schools), as a general thing, are young graduates from the village high school, or some favorite among neighborhood families, or a type of ancient teacher whose placid life is not disturbed by the vexing problems of his profession."[4]

There can be little surprise at the inadequacy of training for teaching when it is revealed in the same report that in the rural

[3] Ward G. Reeder, *The Fundamentals of Public School Administration* (New York: The Macmillan Co., 1930), p. 55.
[4] Committee of Twelve, *op. cit.*, p. 61.

schools in Calhoun County, Michigan, 158 teachers were required, yet in one year 342 different teachers were employed. The average length of the school term in the district was 8.4 months, whereas the average term for which teachers were employed was but 3.8 months. It was pointed out that this condition was typical of the state as a whole.[5]

Twenty-six years later in a survey[6] of the rural schools of New York, it was found that the more inexperienced teachers taught in the one-room schools; that 21.24 per cent taught one year or less compared with 9.7 per cent for the two-room schools and 5.64 for the village elementary schools. The median years of experience in teaching was 3.16 years for the one-room schools, 6.36 years for the two-room schools and 6.59 for the village elementary schools. The same survey reports that of 8,400 teachers in one-teacher schools, only about five per cent (420) have had as much professional and higher education as is signified by normal-school graduation. This proportion increases in the two-teacher and village schools, "but in no one of the groups do teachers with standard training constitute anything like a majority." This clearly indicated the inferiority of rural school teachers in the matter of educational qualifications when compared with those of the third-class cities, which have 80.1 per cent with two years of normal-school or "standard" training.

Though there was, no doubt, improvement in the training of rural school teachers since the earlier report, it was clear that advancement of academic standards of teachers in rural schools had not yet kept pace with that of the village or city school teachers.

This was further indicated in a bulletin published in 1932 by the United States Office of Education,[7] which showed that the

[5] *Ibid.*, p. 47.

[6] George A. Works (Director), *Rural School Survey of New York State* (Ithaca, New York: 1923), p. 19.

[7] "Status of Teachers and Principals Employed in the Rural Schools of the United States," *Bulletin No. 3*, U. S. Office of Education (1932). This study

average one-room school teacher had an education equal to high school graduation plus attendance at one summer school and experience amounting to a total of two years and six months.

Kolb and Brunner, writing in 1935, found that rural school teachers were not so well trained as city or town teachers; that not more than one-third of the rural school teachers had as much as six years' training beyond the elementary grades, and for the small cities of 10,000 population about nine-tenths of the grade school teachers had that amount or more of academic training.[8]

Gillette in quoting from a study by Dr. H. W. Foght, formerly rural school expert for the Federal Bureau of Education, pointed out that of 61,000 one-room school teachers, from five to six thousand had only one year of schooling beyond the elementary level and that approximately another 4,000 had only two years of training of secondary level. He further stated that the tenure of the rural school teacher was very insecure, and that for the United States as a whole the average stay of a rural teacher in a position was about two years with the majority considerably less.[9]

b. The Length of the School Term: It has been repeatedly pointed out by various students of the subject that the school term in rural sections is shorter than that of the urban schools. This condition was true at the time of the *Report of the Committee of Twelve*.[10] Kolb and Brunner stated that in 1930 the

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points out that nearly 40 per cent of the entire group of teachers employed in rural schools are teaching in one-room schools, that for the rural schools as a whole 400,000 teachers are employed who have a medium educational achievement of less than one year beyond graduation from high school and teaching experience of a total of three years and five months.

[8] J. H. Kolb and Edmund deS. Brunner, *A Study of Rural Society* (New York: Houghton Mifflin Co., 1935), p. 412.

[9] John Morris Gillette, *Rural Sociology* (New York: The Macmillan Co., 1936), p. 374.

[10] It is stated that until two years prior to this report, i.e., 1895, the legal school year in Michigan was three months, and at the time of the report it was but five months. Many of the rural schools of the West and of the South did not run longer than four months, at the time of the report. *Op. cit.*, p. 146.

school term for the city was 183 days and for the country it was 156.[11]

c. The Character of School Buildings and Furnishings: One can read scarcely any account of the rural schools of America without finding reference to the poor physical structures in which the institutions are housed. This was true at the time of the *Report of the Committee of Twelve,*[12] and in the *Report of of the Committee on Industrial Education in Schools for Rural Communities,*[13] in 1905, it was pointed out that the rural school buildings were ill-kept, poorly furnished, inadequate, and with surroundings most depressing. In the report of the state educational survey made in Kentucky,[14] 1920-1922, the rural schools were pictured as poorly housed and poorly equipped. Very similar conditions were found in the state educational survey in Indiana, 1921-1923.[15] In his *Rural Sociology,* written in 1936, Gillette stated that the rural schoolhouses were typically unsatisfactory.[16]

[11] Kolb and Brunner, *op. cit.,* p. 397. Cf. *Bulletin No. 3,* U. S. Office of Education, *op. cit.*

[12] *Op. cit.*

[13] *Report of the Committee on Industrial Education in Schools for Rural Communities,* National Educational Association (1905).

[14] "Of the 8,070 rural and graded district schoolhouses of the state, 50 per cent have been erected since 1908. The great majority of rural schoolhouses—approximately nine out of ten—are one-room, box-like structures, essentially alike from the mountains to the Mississippi, and from the Ohio to Tennessee. These box-like structures have, in the main, a single classroom; cloakrooms are rarely provided, and additional rooms for manual training, cooking, agriculture, or for fuel, almost never. They vary in size, number of windows, and in having or not having porches; but in all essential respects they are alike and almost all bad." *Public Education in Kentucky* (A report of the Kentucky Educational Commission) (New York: General Education Board, 1922), pp. 71-72.

[15] "There are about 4,500 one-teacher schoolhouses in the state, practically all located in the open country. . . . About 2,600 of these old one-teacher buildings are box-like frame structures, which have, in the main, but one room. Cloakrooms and additional rooms for manual training, agriculture, or household art are rarely provided. In all essential respects they are alike, and almost all are bad." *Public Education in Indiana* (Report of the Indiana Education Survey Commission) (New York: General Education Board, 1923), p. 87.

[16] He describes the typical American rural school: "It is a one-story frame building about twenty-four by thirty-two feet in size, painted dingily if at all, with one or two doors in one end, and having two or three windows in each of

d. The Size of the Rural School: Much unfavorable criticism has been heaped on the rural schools on the grounds that they are too small for socialized development on the part of the students. The complaint was made by the Committee of Twelve that there was a loss in educational opportunity because of the lack of association with numbers of students of the same age and degree of advancement.[17] In 1935, Gaumnitz studied the problem to see if there really was a defect there. He found that the average enrollment for one-room schools of the nation was not more than 20 pupils and the average attendance was not more than 16.[18]

e. The Course of Study of Rural Schools: Many different objections have been made to the studies taught in the rural schools. The one point on which all students of rural education have apparently agreed is that the rural schools do not teach those things which they should. However, the critics have differed widely in their opinions as to what should be taught.

In 1897 the Committee of Twelve objected to the subject matter taught on the grounds that there was no uniformity; that subjects varied from one school to another, and even within the same school different textbooks were used. The Committee

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two sides. The teacher's desk is at one end on a small platform and is faced by the non-adjustable seats of the pupils. The school equipment is a blackboard or two, often poor or out of repair, a few school charts and maps, possibly a dictionary and a globe, and a meager library or none at all. The one room is heated by an unjacketed stove and is without ventilation devices. The school grounds consist of an acre of land, commonly without trees, shrubs or beautification, unfenced or with a rough fence, and often grown to weeds. The toilet provisions consist of outside latrines, generally disgracefully filthy and carved or written with salacious figures and words." Gillette, *op. cit.*, p. 367.

[17] *Op. cit.*, pp. 94-119.

[18] He also found 250 schools with an average attendance of one pupil; 750 with two; 1,500 with three; 2,250 taught four; 3,000 had five. Altogether there were 7,000 to 8,000 schools which had an average of five or fewer pupils. More than 16,000 schools had a daily attendance of seven or less. There were 52,000 schools with 12 or fewer and 85,000 which taught fewer than 17 pupils. Walter H. Gaumnitz, "How Small Are Our Small Schools?" *School Life*, XX (1935), pp. 198-199.

made recommendations that a uniform course of study, substantially the same as that for the urban schools, should be adopted.[19]

In the report of the Committee on Industrial Education, occasion was again found to object to the course of study in rural schools. The aim of existing schools was declared to be to acquire knowledge from books and to secure mental training through the acquisition of that knowledge. The Committee recommended that the education be made more practical by adding certain elements in industrial training appropriate to the life and environment of the students.[20]

Cubberley, writing in 1914, found great need for change in the subject matter taught in rural schools. Not only were many subjects ill suited for rural life, but much of the material in the essential school subjects was of little practical value to rural pupils. He maintained that new material should be used in the old "tool" subjects and that new subjects should be added which would be of practical value to rural residents. Among the new subjects which he suggested were nature study and agriculture, domestic science (home economics), manual training, and organized play for the grade schools; and subjects dealing with social, economic, and political problems, music, art, physical education, agriculture, domestic science, and manual work

[19] This recommendation seems to have borne fruit later and to have been very severely condemned by later writers. That the recommendations were carried into effect in Louisiana is evident.

[20] *Op. cit.* The Committee reported, "It is customary to admit that their courses of study should be framed with reference to the preparation of the pupils for their life work rather than for advanced work in school. They are not so framed. This committee does not hesitate to say that in its judgment the rural schools which train nearly one-half of the school population of this country as far as school training goes, should definitely recognize the fact that the major portion of those being trained will continue to live upon the farm; and that there should be specific, definite, technical training fitting them for the activities of farm life. Such schools will not make farmers nor housekeepers, but they will interest boys and girls in farming, in housekeeping, and the problems connected with these two important vocations."

should be included in the high school curriculum. He saw little need for Latin or for modern languages.[21]

At a still later date, 1920, Claxton, writing on the American Rural School, stated that the studies of rural schools were practically without exception the same as those taught in cities.[22] Rapeer, in suggesting what rural schools should teach, saw no need for the teaching of any language other than English or any mathematics other than arithmetic. All courses should be associated with agriculture and the special type of agriculture of the school locality.[23] Arp, writing in *Rural Education and the Consolidated School,* held that the greatest need was a reconstructed curriculum for rural schools. He felt that the entire program of school work should be built around agriculture.[24]

Writing in 1934, Cubberley complained that, while the courses of study had been made uniform, and revised, they had been revised with an eye to the needs of city life rather than to those of the rural sections. He concluded that "The natural result is that our rural and village schools have remained bookish, their work unrelated to farm life or national needs, and their influence away from the farm."[25]

II: *Suggestions for Improving Rural Schools:* Doctors often agree that a patient is ill, but not so often do they agree in prescribing a treatment which will cure his ailment. However,

[21] *Op. cit.,* p. 281. Cubberley also maintained that "Education, unrelated to one's environment and daily life, is bookish and likely to be ineffective; education closely tied up with one's richest life experiences, whatever these may be, is likely to prove effective anywhere. It really matters little whether the future man or woman lives on the farm or in the city, for the kind of training which will adapt a man or woman to live in the open country will prove useful anywhere; and it will prove useful largely because it had been effective in awakening thinking, establishing standards, and refining judgments."

[22] Philander P. Claxton, "The American Rural School," in Louis W. Rapeer (Ed.), *The Consolidated Rural School* (New York: Charles Scribner's Sons, 1920).

[23] Rapeer, *op. cit.,* pp. 284-316.

[24] Julius B. Arp, *Rural Education and the Consolidated School* (Yonkers-on-Hudson, New York: World Book Company, 1918), p. 50.

[25] Ellwood P. Cubberley, *Public Education in the United States* (Cambridge, Massachusetts: The Riverside Press, 1934), p. 719.

in the situation of the rural schools, there is almost general agreement in the remedy prescribed. It is usually (1) Redirection of Rural Education, and (2) Consolidation of Rural Schools.

a. Redirection of Rural Education: It was in the *Report of the Commission on Country Life* that the demand for a fundamentally redirected educational program was made.[26] It demanded that a new type of institution be created with a teacher who was himself a part of the community and not a bird of passage.

Cubberley, in his *Rural Life and Education,*[27] joined with this committee in demanding a redirected education. He maintained that the most important single remedy for the defects of rural life lay in a redirected educational program for rural schools. He maintained that it was necessary to broaden the outlook of rural life. The social life of the adult as well as that of the youth should be provided for. Country life should be made attractive to women and girls. The remuneration from farming should be increased and the "away-from-the-farm" movement checked. All of these could be accomplished by a redirected educational program. The school should be directed toward the life and activities of the community of which it is a part rather than toward carrying out the traditional school program.

Arp maintained that a rural school should be directed toward rural community needs. He opposed the location of rural schools in urban centers, or rural children's being sent to urban schools.[28]

b. Consolidation of Rural Schools: From the time of the *Report of the Committee of Twelve* up to the present there has been an almost continuous demand on the part of educators and rural sociologists alike for the consolidation of small rural schools as a means of correcting the weaknesses associated with the institutions.

[26] The Commission on Country Life, which was appointed by President Theodore Roosevelt, made its report in 1911.

[27] *Op. cit.,* pp. 163-175.

[28] *Op. cit.,* pp. 91-110.

There seems to be no definite agreement as to what constitutes a consolidated schools. Rapeer defines a consolidated school as "a school produced by bringing together the pupils of two or more single-room or other schools in a graded school of at least two rooms and two teachers for the purpose of better educational advantages."[29] Arp defines it as "a well graded central school in a legally and completely consolidated school district, employing four, five or more teachers and offering from two to five years of high school work in addition to the usual elementary subjects."[30] Cubberley not only makes no attempt to define the consolidated school, but uses the term interchangeably with "centralized" school. More recently Kolb and Brunner describe it as a "combination of two or more smaller schools brought together for the sake of greater efficiency and for the purpose of serving all the districts whose schools it has displaced."[31] There is agreement, however, as to the essential characteristics of a consolidated school, which are embodied in the description by Kolb and Brunner.

Since the authorities and others who have studied the question have almost without exception accepted the consolidated school as a remedy for rural school deficiencies, it is interesting to note the advantages attributed to these institutions. In certain of these advantages there is general agreement among the writers, from the time of the *Report of the Committee of Twelve* to the revised edition of *Rural Sociology* by Gillette. They are:

1. The consolidated school would furnish better equipped teachers and a more adequate supervision and administration for the schools.
2. More adequate school plants, located on school grounds more centrally situated, and more suitable for school purposes, would be erected.
3. The school term would be lengthened.

[29] *Op. cit.*, p. 7.
[30] *Op. cit.*, p. 50.
[31] *Op. cit.*, p. 406.

Galpin maintained that the consolidated school would serve as a natural social center for the area.[32] Besides these advantages, Rapeer saw added benefits, such as:

1. A widened acquaintance group would be formed by the children.
2. The plan should hasten provisions for the extension of work to high school level.
3. An inevitable tendency to increase the school attendance and the services of agriculture colleges and normal schools would result.
4. A better program of studies could be provided, based on the social needs of the children and the nature of their mental and physical growth.[33]

To this list of advantages Kolb and Brunner added:

1. The consolidated school furnished the number of pupils necessary to supply wholesome competition and stimulus in school work, to carry through adequate grading, to develop group and project work, and to organize many socially significant types of extracurricular activities.
2. The average school attendance would increase.[34]

Gillette still further extends the list by including the following advantages:

1. Education of the adults of the community would be fostered.
2. The health of the children would be safeguarded.
3. Improvement of roads would result because of the necessity of transporting the children to school.[35]

[32] Among those who subscribed to the advantages claimed by Galpin, i.e., that the consolidated school would serve as a natural social center for the community, are: Rapeer, *op. cit.*, pp. 8-14; Dwight Sanderson, *The Rural Community* (Boston: The Athenaeum Press, 1932), pp. 529-530; Kolb and Brunner, *op. cit.*, p. 406; Gillette, *op. cit.*, p. 383.

[33] *Op. cit.*, pp. 8-13.

[34] *Op. cit.*, p. 406.

[35] *Op. cit.*, p. 384. Cf. Charles Russell Hoffer, in *Introduction to Rural Sociology* (New York: Farrar and Rinehart, Inc., 1934). Hoffer agrees as to the need for and the value of consolidated schools, but he feels that there will be a necessity to continue the one-room school under certain conditions. He feels that many of the educational ills associated with rural schools are not necessarily insurmountable. He further sees certain social values in the small schools located in rural neighborhoods.

Conclusion: From the time of the Committee of Twelve to the present, investigators in the problems of the rural schools have found much ground for complaint. In the main there has been general agreement in the interpretation of the various studies of rural education. It has been agreed that certain weaknesses are characteristic of rural schools, and it has been generally agreed that these weaknesses can be corrected or relieved by increasing the size of the schools through consolidation of small schools, and through the redirection of educational activity.

CHAPTER III

POPULATION CHARACTERISTICS OF LOUISIANA

"The school is not an agency of society in the sense that it should or may function as a separate institution. It is rather an aspect of society. It is society functioning as educator of its own immature members."[1] In these words Tuttle, Lecturer on Education in the College of the City of New York, sets forth the relationship between the school and society. With this conception in mind it seems desirable that an analysis of the Louisiana schools should be preceded by a presentation of some facts concerning the society supporting the schools.

According to the 1930 census, the population of Louisiana was 2,101,593 of which 776,326 or 36.9 per cent were Negroes.[2] Of the white population of the state 1,283,250 or 97.4 per cent were classed as native whites and 1,172,572 or 89.0 per cent were of native parentage. This means that 89 per cent of the white population of the state have lived in Louisiana or some other state in the United States for at least two generations.

The white population of Louisiana[3] is divided into three somewhat distinct groups, each occupying a rather definite geographic region of the state. The southern area of the state is largely populated by people of French descent representing two groups of different genesis. One group is composed of descendants of the Acadians who formed settlements in Attakapas and

[1] Harold Saxe Tuttle, *A Social Basis of Education* (New York: Thomas Y. Crowell Company, 1934), p. 335.

[2] *Fifteenth Census of the United States, 1930.*

[3] Much of this information was secured from Elmo H. Lott, *Consensus and Types of Family Relationships Among Selected Louisiana Families,* a Ph.D. Thesis (unpublished) Cornell University (1937), in which he gives credit to T. Lynn Smith for the material.

Opelousas in 1763,[4] and whose romantic history has become widely known through Longfellow's poem *Evangeline.* The other group is made up of Creoles, proud descendants of the early French settlers of Louisiana. To this region have migrated settlers from Germany, Spain, England, and Ireland, but they were all absorbed by the French, and their nationality is shown today only by the names they bear, i.e., Hanks, O'Brien, Milles, Foltz, etc. Religion of both groups is largely Catholic; the adults quite generally speak a French patois, and a number of the culture traits of the early French still persist. In this region, which consists of lowlands, the sugar cane and much of the rice of the state are grown. Here are found the great sugar plantations, with the sugar factories representing investments of many thousands of dollars.

In the northern, eastern, and western areas different types of population are found. One of these types, dwellers in the hills, uplands and cut-over pine lands, was originally of very heterogeneous origin (English, Scotch, Irish, and German were probably the elements of greatest importance).[5] The ancestors of these people migrated into Louisiana from Western Pennsylvania, Maryland, Virginia, North Carolina, South Carolina, and Georgia. They represent the "Old Americans" of the New Nation. They are independent people of Protestant faith usually cultivating small tracts of land, which they own. Their chief agricultural crops are cotton as a cash crop, and corn, sweet potatoes, and field peas as forage crops. They had no slaves during the ante bellum period and they have little or no Negro labor today. These people are frequently referred to as "Poor Whites," "Hill Billies," or "Red Necks."

The third important group of Louisiana inhabitants is found in the river valleys and lowlands of the northern part of the

[4] Charles Gayarré, *History of Louisiana* (New Orleans: F. F. Hansell and Bros., 1903), II, 121.

[5] T. Lynn Smith and Martha Ray Fry, "The Population in a Selected 'Cut-Over' Area in Louisiana," *Bulletin No. 268,* Louisiana Agricultural Experiment Station (1936).

state, and to a lesser degree in the southern part, interspersed among the descendants of the French. It is subdivided into two groups:

1. The more important, from an economic viewpoint, is the planter class, which owns large cotton plantations and operates them by means of Negro or white, tenant or hired labor. Genetically, they are largely of Anglo-Saxon origin, and came to Louisiana from the Tidewater sections of Virginia and North and South Carolina. Before the Civil War these people lived in the luxury and style characteristic of the "Southern Gentlemen" in ante bellum days. They are the story book people of the South.[6]

2. At the other end of the economic scale are the "Poor Whites." They migrated during the early part of the nineteenth century from the seaboard states and settled in the river valleys. More recently their numbers have been augmented by migrants from the hills of Louisiana, Arkansas, and Mississippi. The older settlers in this group are, as a class, small land owners, who work land usually classed as marginal and frequently subject to overflow. The more recent immigrants are frequently croppers on the plantations of the landlords belonging to this same group.

Other minor groups are represented among the white population of the state: Italians occupy certain localities devoted to truck gardening and strawberry cultivation; migrants from the Mid-western states have influenced portions of the state, especially the rice growing areas where machine cultivation is possible, and the cut-over pine lands areas; and finally certain groups of Bohemians, Hungarians, Germans, Scandinavians, and others have settled in widely scattered localities.

The population of Louisiana is predominantly rural. This can be seen by Table I, which shows that 56.4 per cent of the

[6] See T. Lynn Smith, "The Population of Louisiana: Its Composition and Changes," *Bulletin No. 293,* Louisiana Agricultural Experiment Station (1937), pp. 6-18.

white population are classed as rural, of which 65.2 per cent are rural-farm; and 43.6 per cent are urban. Agriculture, the most important industry from the standpoint of the number employed, engages 136,877 white people of 10 years of age and older, or 29.3 per cent of those gainfully employed; manufacturing and mechanical industries engage 100,477 or 21.3 per cent; trade employs 68,463 or 14.6 per cent; and clerical work occupies 41,547 or 8.9 per cent (Table II).

TABLE I
WHITE POPULATION OF LOUISIANA

	Number	*Per Cent*
White Population	1,318,160	100.0
Urban	574,249	43.6
Rural	743,911	56.4
Rural-farm	451,063	34.2
Rural-nonfarm	292,848	22.2

TABLE II
INDUSTRIES OF PEOPLE IN LOUISIANA 10 YEARS OF AGE AND OLDER

Industry	*Number*	*Per Cent*
Agriculture	136,877	29.3
Manufacturing and Mechanical Industries	100,477	21.3
Transportation	38,780	8.2
Trade	68,463	14.6
Professional	30,404	6.5
Domestic and Personal	26,825	5.6
Clerical	41,547	8.9

Data from the *Fifteenth Census of the United States, 1930,* Vol. III: *Population,* Part I.

The trend of migration of population to the cities can be seen in Louisiana, but to a somewhat less degree than for the nation as a whole. In 1910 the whites of Louisiana living in rural districts represented 64.4 per cent of the white population; in 1920 it had been reduced to 60.1 per cent; and in 1930 it was still further reduced to 56.4 per cent. In spite of the urban migra-

tion taking place in the state, there were in 1930 only three parishes which were predominantly urban. They were: Orleans, with an urban population of 458,762 and no rural population; Caddo, with an urban population of 76,655 and a rural population of 48,015; and Ouachita, with an urban population of 32,594 and a rural population of 21,743. If the state as a whole is considered, the population, excluding New Orleans, is 77.2 per cent rural and 22.8 per urban. The urban population for Louisiana is largely concentrated in a few cities. For example, New Orleans, Shreveport, Baton Rouge, Monroe, Alexandria, Lake Charles, and Bogalusa account for 77.4 per cent of the urban population. (See Smith's analysis of Louisiana population.)[7]

Not only is the population as a whole predominantly rural, but the number of children to be educated in the rural districts is greater in proportion to their total population than is found in the urban centers. This can be seen by Table III which shows that 36.8 per cent of the population of Louisiana rural sections are of school age, five to nineteen years, whereas the cities have 27.5 per cent of their group in the same age distribution. Among the rural-farm group, 39.2 per cent are of school age, whereas the rural-nonfarm group have 33.1 per cent of that age. Although there are more children among the rural population of the state, there is a lower percentage of children of rural parentage attending the schools of the state at all age levels than is true of the urban group, as can be seen from Table IV.

Public schools have been the accepted means of educating the children of the state for the past 75 to 100 years. It is to be expected that the section or group which shows the lowest rate of public school attendance among the children of school age would show the highest rate of illiteracy, unless other factors exist to alter the expected results. Such modifying factors do not seem to be present in Louisiana, for, according to Table V, the illiteracy is greater among all groups and all ages of the rural white population than for the corresponding age group in

[7] *Ibid.*, pp. 18-27.

TABLE III

WHITE POPULATION OF SCHOOL AGE IN LOUISIANA

Age in Years	*Urban*		*Rural-Farm*		*Rural Non-Farm*		*Total Rural*	
	Number	*Per Cent*	*Number*	*Per Cent*	*Number*	*Per Cent*	*Number*	*Per Cent*
Total	574,249	100.0	451,063	100.0	292,848	100.0	743,911	100.0
5 to 9	55,959	9.7	61,313	13.6	36,845	12.6	98,158	13.2
10 to 14	49,651	8.6	60,976	13.5	31,409	10.7	92,385	12.4
15 to 19	52,335	9.1	54,596	12.1	28,662	9.8	83,258	11.2
Total of School Age	157,945	27.5	176,885	39.2	96,916	33.1	273,801	36.8

TABLE IV

SCHOOL ATTENDANCE IN LOUISIANA

Age in Years	*Urban*			*Rural*		
	Total	*Attending School*		*Total*	*Attending School*	
		Number	*Per Cent*		*Number*	*Per Cent*
5 to 20	169,011	118,752	70.3	288,252	186,989	64.9
5	11,024	3,110	28.2	19,434	833	4.3
6	11,302	8,776	77.7	19,745	10,143	51.4
7 to 13	73,522	71,214	96.9	133,445	121,755	91.2
14 to 15	19,407	16,709	86.1	35,136	27,678	78.8
16 to 17	20,620	11,623	56.4	34,203	17,587	51.4
18 to 20	33,136	7,320	22.1	46,289	8,993	19.4

TABLE V

ILLITERACY AMONG THE WHITE POPULATION IN LOUISIANA

	Native White								
	Native Parentage			*Foreign or Mixed Parentage*			*Foreign Born*		
	Total	*Illiterate*		*Total*	*Illiterate*		*Total*	*Illiterate*	
		Number	*Per Cent*		*Number*	*Per Cent*		*Number*	*Per Cent*
State Total									
10 years and over	887,914	69,288	7.8	96,876	2,615	2.7	34,712	6,677	19.2
10 to 20 years	281,487	8,829	3.1	20,718	329	1.6	941	14	1.5
21 years and over	606,427	60,459	10.0	76,158	2,286	3.0	33,771	6,663	19.7
Urban Population									
10 years and over	365,990	8,633	2.4	75,672	1,201	1.6	26,102	4,086	15.7
10 to 20 years	98,717	573	0.6	13,519	73	0.5	816	6	0.7
21 years and over	267,273	8,060	3.0	62,153	1,128	1.8	25,286	4,080	16.1
Rural Population									
10 years and over	521,924	60,655	11.6	21,204	1,414	6.7	8,610	2,591	30.1
10 to 20 years	182,770	8,256	4.5	7,199	256	3.6	125	8	6.4
21 years and over	339,154	52,399	15.4	14,005	1,158	8.3	8,485	2,583	30.4
Rural Farm									
10 years and over	318,844	42,091	13.2	9,851	776	7.9	4,055	1,466	36.2
10 to 20 years	120,176	5,583	4.6	4,267	185	4.3	55	2	3.6
21 years and over	198,668	36,508	18.4	5,584	591	10.6	4,000	1,464	36.6
Rural Non-Farm									
10 years and over	203,080	18,564	9.1	11,353	638	5.6	4,555	1,125	24.7
10 to 20 years	62,594	2,673	4.3	2,932	71	2.4	70	6	8.6
21 years and over	140,486	15,891	11.3	8,421	567	6.7	4,485	1,119	24.9

the cities; for example, among the native whites of native parentage, 11.6 per cent of the rural population 10 years of age and over are classed as illiterate, whereas of the urban population 2.4 per cent, and of the city of New Orleans, 1.3 per cent are illiterate. In other words, the native whites of native parentage living in the rural sections of the state have almost nine times as high a rate of illiteracy as those living in New Orleans. Not only is illiteracy for the rural sections of the state greater than the illiteracy found in urban centers, but the rate is higher in the rural-farm districts than in the rural-nonfarm groups; for example, among the native whites of native parentage the rate of illiteracy in the rural-farm sections was 13.2 per cent and in the rural-nonfarm sections, 9.1 per cent. For that portion of the population which represents the period of school attendance, 10 to 20 years of age, the urban centers have 0.6 per cent of the native white of native parentage classed as illiterate; the rural-nonfarm sections 4.3 per cent, and the rural-farm districts 4.6 per cent so classed.

Although it is the usual condition that illiteracy of a state is higher in the rural sections for the native whites than in the urban, it is not usual for the rural-farm to have a higher rate of illiteracy than the rural-nonfarm group. This can be shown by the figures for California where the rural-farm group have an illiteracy rate of 0.4 per cent compared with 0.7 per cent for the rural-nonfarm; Colorado with a rate of 1.1 per cent for the rural-farm and 1.9 per cent for the rural-nonfarm; Illinois with 1.0 per cent for the rural-farm and 1.5 per cent for the rural-nonfarm; Michigan with 0.6 per cent for the rural-farm compared with 0.9 per cent for the rural-nonfarm; Massachusetts with 0.5 per cent for the rural-farm as to 0.8 per cent for the rural-nonfarm; and Connecticut with 0.4 per cent for the rural-farm and 0.5 per cent for the rural-nonfarm. In all of the above cases only the figures for native whites are considered.

The fact that the rural-farm population of the state is more illiterate than the urban group and the rural-nonfarm group

seems to indicate that educational facilities for rural-farm children have not been equal to those available for city, town, or village children.

Conclusion: The population of Louisiana is made up of descendants of the French (early immigrants from France and the Acadians who settled here after being deported from their native land in Nova Scotia), and the Anglo-Saxons (English, Irish, Scotch, and German). The French are settled mainly in the southern part of the state while the others are located in the northern, western, and eastern parts of the state.

The Louisiana white population is predominantly rural, with 56.4 per cent of the inhabitants classed as rural and 43.6 per cent classed as urban. Only three parishes are predominantly urban, Orleans, Caddo, and Ouachita. Not only is Louisiana predominantly rural in population, but agriculture is the most important industry from the standpoint of the number of people gainfully employed. The urban population of the state is largely concentrated in not more than seven cities, i.e., New Orleans, Shreveport, Baton Rouge, Monroe, Alexandria, Lake Charles, and Bogalusa. New Orleans contains more than one-half of the urban population of the state; if New Orleans is excluded, the state has more than three-fourths of its people classed as rural.

The rural sections contribute more than their proportion of the school population of the state; yet there is a lower percentage of rural children attending school than is true of the urban children. The illiteracy rate is considerably higher among the rural inhabitants, at all age levels, than among the city dwellers. Also the rate of illiteracy is higher for the population classed as rural-farm than for that classed as rural non-farm. This seems to indicate that the rural dwellers, especially the rural-farm population, have not been favored with educational facilities to the same degree as have those in cities, towns and villages.

CHAPTER IV

LOUISIANA STATE SYSTEM OF EDUCATION

It is important to understand the peculiar structure of the Louisiana education system, its organization, the classes of schools, consolidation of schools and transportation of school children, the subjects taught, and the teaching personnel. With such an understanding, a more accurate evaluation of the studies of individual schools, to be found in later chapters, can be made.

School Organization in Louisiana: Control of education in Louisiana is centralized in a State Board composed of 11 members, eight selected by the voters of the state, one from each of the Congressional districts, for periods of eight years, with overlapping terms; and three appointed by the Governor of the State (one from each of the Public Service Commission Districts) for periods of four years.[1] As advisor and ex-officio Secretary of the Board and actual head of the state school system, a state superintendent is elected by the voters of the state each four years. All public schools in the State of Louisiana, with the exception of the Louisiana State University and Agricultural and Mechanical College, are directly under the control of the State Board of Education.

Created as an aid to the State Board of Education, the State Department of Education functions under the direction and appointment of the State Superintendent. This department is made up a division of high schools, a division of elementary schools, and divisions of special fields such as music, athletics and health, home economics, agriculture, Negro education, and others.

[1] *Constitution of Louisiana,* Art. XII, Sec. 4.

Within each parish a parish school board is the supreme governing body, subject only to the regulations of the State Board of Education. A parish superintendent, appointed for four years by the parish school board, is active secretary of the board and nominal (in some cases, actual) head of the parish system.

The state, through the Department of Education, prescribes the courses of study to be pursued in the schools, the qualifications of teachers, the standards to be maintained by elementary and high schools, and the degree of attainment necessary for graduating from high school. The state furnishes free school textbooks to all school children in the state below the grade of college whether they are attending public schools or private institutions. Library books, pencils, paper, and school supplies in general are likewise furnished to the children of the state. In some instances children attending parochial schools are transported in buses operated by the parish school boards for children of public schools.

Classes of Public Schools: In Louisiana there are two main classes of public schools: the state-approved four-year high school—that school which teaches four years of secondary work and meets the standards set by the State Board of Education—and the elementary school, which includes all grades in public schools from the first through the seventh. Completion of the prescribed work in the elementary school entitles the child to enter the high school.

There are 368 high schools in the state that meet the standards set by the State Board of Education for being "state approved." Of these high schools, 125 have been approved by the Southern Association of Colleges and Secondary Schools. The graduates from these schools are entitled to enter any college in the United States which admits students on the presentation of a high school diploma. Ninety-one of the high schools are listed as four-year Smith-Hughes Agricultural High Schools.[2]

[2] "Educational Directory," *Bulletin No. 304,* State Department of Education of Louisiana, 1935-1936, p. 22.

Seven-year elementary schools are in most places connected with the state-approved high schools. In many cases the elementary school is housed in the same building with the high school, and in nearly all cases it is under the supervision of the same principal. For that reason reference to the "high school" frequently is meant to include the elementary grades as well as the secondary division.

Aside from the high schools and the elementary schools, 13 schools in the state are classed as "junior high schools," in which three years of secondary school work is offered—the seventh, eighth and ninth grades. In these schools the pupils may earn one-half of the required work for high school graduation. In the main they would not meet the specifications necessary to be classed as a "junior high school" by Koos.[3] They would rather be classed as "elementary schools," wherein a certain amount of secondary work is offered to meet partially the educational requirements of the children desiring more advanced work than the regular elementary course.

Consolidation of Schools: Louisiana was a pioneer in the field of school consolidation. It has been said that:

> the blessings of the new school entered the state by a side door, so to speak. A cyclone in the parish of Lafayette had destroyed a one-room school building during the school term and in order to avoid loss of time for the children, two public-spirited citizens of the district offered the board a conveyance free of charge to take the children to a neighboring graded school in the town of Scott. This venture proved so successful from the beginning that the parish board decided not to rebuild the one-room school but to furnish a wagonnette and make the transportation permanent.[4]

This occurred in 1902. The idea spread so rapidly that in 1910 210 school transfers were operating to carry 4,088 children to school, and in 1934-35 there were 2,425 transfers carrying 121,-

[3] Leonard V. Koos, *The Junior High School* (New York: Ginn and Company, 1927), p. 129.

[4] Julius Bernhard Arp, *Rural Education and the Consolidated School* (New York: World Book Company, 1920), p. 189.

341 children to school. In 1910 there were 2,300 public schools for white children, and in 1934-35 there were 1,210, whereas in 1910 there were 304,157 white educables, and in 1934-35 there were 399,999. In 1910 there were 1,559 one-teacher schools, and in 1934-35 there were 225 such schools. In 1910 there were 208 institutions classed as "consolidated schools" and in 1934-35 there were 385 such.[5]

The way in which this consolidation takes places has been described as follows:

> Consolidation is accomplished by closing the small one-, two-, and three-teacher schools of an area and by establishing in their stead at the accessible center a large central institution having facilities sufficient to care for the pupils of all of the schools closed. The primary purpose of the change is to provide conditions which will permit grade organization, better qualified teachers, improved supervision and administration, and larger library and laboratory facilities, and the development of state-approved high schools.[6]

Consolidation of schools is not uniform throughout the state. In Lafourche Parish there are no consolidated schools and no school transfers, whereas in Cameron Parish 94.5 per cent of the high school enrollment and 84.7 per cent of the elementary school enrollment are taken to school by buses.

Louisiana has gone far in the consolidation of her schools. This can be judged by the fact that 42.5 per cent of the high school and 44.6 per cent of the elementary school children of the state are transported to school. There is a tendency to transport the rural children to schools in the villages, towns, and cities. This can be determined by the fact that 25 per cent of the elementary and 38.6 per cent of the high school pupils who are transported to school are taken to institutions in urban or village centers.[7]

[5] "Eighty-Sixth Annual Report for the Session 1934-35," *Bulletin No. 309*, State Department of Education of Louisiana, p. 91.

[6] *Ibid.*, p. 60.

[7] For a detailed analysis of transportation of the school children to the public schools, see Tables 3, 4, and 5 in the Appendix.

Subjects Studied in Public Schools: The studies which the children in Louisiana take are determined by the State Department of Education acting in behalf of the State School Board and the State Superintendent. Programs of studies are arranged for the various grades of elementary school and high school. In the elementary school no variation is allowed. The teacher may adjust her material, as she is able, to fit the needs of the children, but the children in the elementary schools of Monroe, Lake Charles, or Shreveport use the same textbooks and study the same material as children in the most isolated rural communities. In high school much greater freedom is permitted and half of the 16 units required for graduation may be selected by the students themselves. The required subjects are three years of English; two years of social science; one year of natural or physical science; one year of mathematics, general mathematics or algebra; and one unit of health and physical education. The elective subjects may be additional courses in science, social science, mathematics, foreign language, or vocational subjects.

What each high school actually teaches after the prescribed courses are provided for is left almost entirely with the local school itself or, as is usually the case, with the parish superintendent acting through the local school principal. It is in this way that the decision as to whether the school will offer home economics or Latin, agriculture or commerce or a foreign language is made. The State Department takes no part in dictating what a particular high school shall teach within the limits prescribed by it for graduation.

A study of the elective courses actually taken by the high school pupils of the state reveals that 29.1 per cent study home economics. When it is considered that only girls take home economics, it is seen that over 50 per cent of those eligible to elect home economics do so. However, much variety is found in this regard, for Assumption, East Feliciana, Lafourche, St.

John, and Terrebonne parishes do not offer courses in home economics.

Next to home economics, foreign language is selected by the highest percentage of high school students, with 25.7 per cent studying some foreign language. Some parishes do not report the teaching of foreign language; however, it is doubtful if any parish fails to offer some language other than English in their public schools.[8] Occasionally vocational subjects are taught as a substitute for the languages in small rural schools, i.e., home economics for girls, farming for boys, or commerce for both boys and girls.

Commerce—which in Louisiana consists of one or two years of typewriting, one or two years of bookkeeping and one or two years of shorthand—is studied by 13.3 per cent of the high school pupils of the state. It has been the rule in the past that only the schools located in the larger centers had commercial departments. This is not now the case as some parishes that are predominantly rural offer commercial subjects in their schools, but they do not offer either agriculture or the industrial arts, e.g., Bienville and Tensas parishes.

Agriculture which, as was noted by Table II, constitutes the most important industry or occupation in the state from the standpoint of the number of people employed, is studied by only 5.9 per cent of the high school student body. Twenty-three parishes do not offer any courses in agriculture, in spite of the provision of the Smith-Hughes Act, whereby the Federal government bears one-half of the cost of the agricultural teacher.

Industrial arts holds a very insignificant place in the schools of the state. Only 2.2 per cent of the high school students select that branch. As a rule industrial arts courses are offered only in the large urban high schools, such as Byrd and Fairpark High Schools, Shreveport; Baton Rouge Junior and Senior High

[8] Data secured from the files of the High School and College Commission of the Louisiana State Department of Education. For an analysis for each parish see Table 6 in the Appendix.

Schools, Baton Rouge; Ouachita Parish High School, Monroe; Bolton High School, Alexandria; and Bogalusa High School, Bogalusa; yet in Caldwell Parish, without a center of population of 1,000 people, industrial arts is included in three of the five high schools.

It is interesting to compare certain parishes with reference to the per cent of their population classed as rural-farm and the subjects their children are studying in high school. (See Table VI.) It is noted, for example, that Livingston Parish, with 77.0 per cent of the population classed as rural-farm, has 27.5 per cent of the students taking foreign language, and that agriculture is not offered in the high school course; Iberville, with 28.3 per cent classed as rural-farm has 29.0 per cent of its students taking commerce, 21.8 per cent taking foreign language, and agriculture is not offered; and Tensas with 72.8 per cent of its

TABLE VI

COMPARISON OF RURAL-FARM STATUS OF NATIVE WHITE POPULATION AND THE SUBJECTS TAUGHT IN 15 PARISHES

Parish	*Population*		*Per Cent Rural-Farm is of Total*	*Per Cent of High School Population Studying*		
	Rural-Farm	*Total*		*Foreign Language*	*Commerce*	*Agriculture*
Assumption	4,379	9,565	45.7	59.2	0	0
Bienville	8,983	13,144	68.3	46.4	19.7	0
East Carroll	2,428	3,917	62.0	0	7.1	0
East Feliciana	1,660	5,356	26.1	40.9	0	0
Iberville	3,248	11,484	28.3	21.8	29.0	0
Lafourche	11,976	26,962	44.4	32.3	19.0	0
Livingston	10,600	13,761	77.0	27.5	0	0
Madison	3,205	5,159	52.0	18.0	14.2	0
Morehouse	4,181	10,020	41.7	18.5	18.8	0
Pointe Coupee	5,330	8,635	73.3	31.6	16.3	0
Tensas	3,063	4,205	72.8	43.1	19.0	0
West Baton Rouge	1,155	3,498	33.0	64.6	0	0
West Carroll*	9,120	11,015	72.8	3.2	8.5	0
West Feliciana ...	926	2,522	36.7	33.3	0	0
Total State	446,998	1,283,250	34.8	25.7	13.3	5.9

*Classes in Vocational Agriculture have been recently introduced.

population classed as rural-farm, has 19 per cent taking commerce, 43.1 per cent taking foreign language, and there agriculture is not taught.

The Teaching Personnel: Qualifications for teachers in the Louisiana public schools are prescribed by the State Department of Education. Every teacher to receive pay from the state or parish school fund must meet the qualifications established by the State Department of Education and must hold a certificate from that department entitling him to teach.[9]

The certificates issued by the State Department of Education are of four main classes. The first class deals with the qualifications required for high school teachers, and for the school supervisory or administrative positions. This class is subdivided into two main divisions, each of which is subdivided.

The first division of the high school or administrative group, requires professional training equivalent to a baccalaureate degree together with a minimum of 18 semester hours of professional training, four of which must be in practice teaching. This certificate entitles the teacher to teach the subjects specified in the high schools of the state for a period of five years from the date of issuance. The subdivisions relate to the teaching experience in addition to the academic training. Five years of "successful teaching experience" in addition to the training listed above makes a teacher eligible to employment as a parish supervisor or parish superintendent, whereas only three years experience is necessary for eligibility to a high school principalship.

The second subdivision of the high school group requires a baccalaureate degree or better, together with 12 semester hours of professional training, four of which must be in practice teaching. This certificate is valid for only three years and entitles the holder to teach the subjects specified in the high schools of the state, and, after three years of "successful teaching experience," to be employed as a high school principal.

[9] *Acts of Louisiana, 1922,* No. 100, sec. 9.

The second main class pertains to elementary school teachers and is likewise subdivided. The minimum requirements for this class are either the completion of a two-year teacher-training course designed for the preparation of elementary school teachers or the completion of two years of college training[10] together with not less than five years of "successful teaching experience." This class of certificate entitles the holder to secure employment in the elementary schools in the state for a period of five years from the date of granting the certificate.

A third class pertains to teachers in the state-approved trade schools. Here the completion of the equivalent of a high school course plus four years experience as an apprentice, or graduation from a state approved trade school and four years of actual employment in the trade are required. This certificate entitles the holder to serve for two years after issuance.

The fourth class of certificate is issued in order to take care of the few old teachers who were in service under the regulations up to March 11, 1924. This type of certificate entitles the holder to continue the type of work which the old certificate authorized under certain conditions set forth.[11] At present there are relatively few teachers of this class still employed.

Prior to the adoption of the rules for certification of teachers outlined above, the requirements for obtaining the teachers' certificate were essentially the same but the certificate was valid for the life of the holder instead of for five years.[12]

Having noted the degree of training required in order to secure a teaching certificate, we shall see where the teachers receive their training. The Louisiana Normal College trains more elementary school teachers than all the other major Louisiana colleges combined. The Louisiana State University leads in the

[10] September 1, 1937, the approved course for elementary school teachers became three years in both cases.

[11] "Certification of Teachers," *Bulletin No. 275*, State Department of Education in Louisiana (1934).

[12] Provisions are made for the renewal of the certificate upon evidence of additional academic training.

training of high school teachers. Relatively few elementary school teachers are trained in out-of-state institutions.[13]

When one examines the qualifications of the Louisiana teachers from the standpoint of their experience in teaching, he finds that the elementary school teachers are more experienced than the high school teachers. The median experience for the elementary teachers is 6.3 years, while for the high school group it is two years less. Furthermore, 7.1 per cent of the elementary teachers are inexperienced compared with 11.3 per cent of the high school group.[14]

Not only are the elementary teachers more experienced than the high school teachers, but they are more secure in their positions. The median tenure in their present position is 4.3 years, whereas for those of high school level it is 3.6 years. This agrees with the statement by Cooke, that "The rate of turnover among high school teachers is greater than that of the elementary school teachers."[15]

Conclusion: Louisiana has provided a centralized system of public education, headed by the State Superintendent of Education and the State Board of Education. Within each parish a centralized board of control functions within specific limitations prescribed by the State Board of Education. Schools are classed as elementary schools and state approved high schools. The subjects taught in the elementary grades are fixed by the State Board of Education and the children in the cities such as Shreveport, Baton Rouge, Alexandria, study exactly the same material from the same textbooks as the children of the most isolated rural schools. In high schools, within the limits prescribed for high school graduation, freedom of choice is allowed each parish and school.

[13] For a detailed analysis of where the Louisiana teachers receive their training, their teaching experience, and tenure see Tables 7, 8, and 9 in the Appendix.

[14] This information is from the files of the Department of Education of the State of Louisiana.

[15] Dennis H. Cooke, *Problems of the Teaching Personnel* (New York: Longmans, Green and Co., 1933), p. 79.

For the past 30 years Louisiana has carried on an intensive program of school consolidation, and today, without including the city schools of New Orleans, Lake Charles, Monroe, and Bogalusa, 42.3 per cent of the high school and 44.6 per cent of the elementary school enrollment are transported to consolidated schools. Almost one-half of the students of the state are transported to school. Also, a higher percentage of the elementary school children are transported to school than of high school pupils. That may be interpreted in the light of three possibilities: that the lower schools of Louisiana are consolidated to a greater degree than the high schools of the state; that there is a greater elimination of rural children as they reach the high school levels than of town children; or, that ways are provided for transporting elementary school children, whereas high school pupils are required to walk.

In the consolidation program in the state it has been a common practice to transport the children from rural districts to urban centers or centers having urban characteristics. Of those who are transported to school approximately 25 per cent of the elementary school and 39 per cent of the high school pupils are transported to centers of population of 1,000 inhabitants or more.

In the courses of studies adopted by the high schools of Louisiana a great deal of variation is found. Home economics seems to be the most popular of the subjects not required for graduation from high school or listed as the General Academic course; 29.1 per cent of the high school pupils take home economics, yet home economics is not taught in all the schools, and in some parishes no schools teach it. Foreign language ranks a close second to home economics, from the point of number of pupils taking it, with 25.7 per cent of the state's high school pupils studying that subject. It must be noted that in the small high schools, or any except the large secondary schools, only two years of a foreign language are offered, whereas three and sometimes four years of home economics are

taught. Furthermore, those who take the vocational courses, home economics, commerce, agriculture, or industrial arts usually do not take foreign language.

Commerce, which consists of one or two years of bookkeeping, typewriting or shorthand, is studied by 13.3 per cent of the high school enrollment.

Agriculture is elected by 5.9 per cent of the high school students and industrial arts by only 2.3 per cent.

Some of the parishes of the state which have a large majority of their population classed as "rural-farm" offer commerce in their schools but teach no agriculture.

Chapter V

CONSOLIDATED HIGH SCHOOLS

The previous chapters have been devoted to an analysis of rural education, the characteristics of the Louisiana population and its industries, and the school organization in the state. In the following chapters the study will be directed toward certain individual schools, located in different geographical and cultural areas, in an attempt to discover to what extent the adverse criticism made by the critics of rural schools is valid in Louisiana, and to determine how effective the consolidation of schools has been in bringing about predicted changes.

The present chapter is an analysis of the rural consolidated high schools. For the purpose of this study these are divided into two classes: the consolidated high school located in the open country or in an unincorporated hamlet, and the consolidated high school located in a village center.

Section A

The Rural Consolidated High School Located in the Open Country

In this section the study will be devoted to the consolidated rural high schools of the state which are situated in strictly rural surroundings. The three schools selected as typical for this class are: the Walker High School in Livingston Parish in the southeast part of the state to represent the Anglo-Saxon group, the French Settlement High School in Livingston Parish and the Romeville High School in St. James Parish to represent the French section of the state.

In all of these communities modern brick buildings house the school. At Walker a new structure, erected six years ago, is

used for the high school department. At French Settlement the building is older but is in splendid state of repair and on the school grounds a new auditorium-gymnasium has been recently erected. At Romeville an old building has been remodeled into a very attractive and well-planned school plant. In each community the schoolhouse is the best building to be found, indicating the great faith the patrons have in the power of education to improve their children. This shows the great affection they bear for their children and their willingness and desire to work and sacrifice for the advancement of their offspring.

Agriculture is the most important occupation in all of these districts. In the Walker school district 69.3 per cent of the families are listed as farmers. At French Settlement 87.1 per cent of the parents engage in agriculture, and in the Romeville district 37.5 per cent of the parents depend upon farming exclusively for their livelihood, and others farm as a side line to help supply the family with food.

In spite of the importance of agriculture in these communities, not one senior in the high schools stated that he expected to be a farmer or to live in the country when he was grown. The spirit of the students as a whole is well summed up by an excerpt from one schedule of questions. To the question, "Do you expect to become a farmer? If not, what would you like to become?" the reply was, "Anything else."

Nevertheless, the study of Anderson and Loomis on *Migration of Sons and Daughters of White Farmers in Wake County, North Carolina,* indicates that "among farmers there is a high degree of occupational transmission from parents to sons and daughters."[1] They found that "Almost one-half of the sons who have left the parental household, both of owners and tenants, were engaged in farming" and, "of the homemakers, 67 per cent of the owners' daughters and 60 per cent of the

[1] W. A. Anderson and C. P. Loomis, "Migration of Sons and Daughters of White Farmers in Wake County, North Carolina, 1929," *Bulletin No. 275,* North Carolina Agricultural Experiment Station, p. 23.

tenants' daughters were wives of farmers." This agrees with the conclusion of Sorokin, with reference to the probable vocation of farmers' children, that "it is likely also that the fathers' occupation is still entered by the children in a greater proportion than any other."[2]

It is probably too much to blame or credit (according to the point of view) the school for the attitude of the children—it undoubtedly reflects a feeling for which the family is primarily responsible; however, it can be said with a degree of safety that the schools are doing little to counteract that feeling. The school, which is supported by the state and the local community, is doing little to develop a spirit of appreciation among the school students for the community and its basic occupation. It is not fitting them technically or psycho-socially for the life work most of them are sure to follow. With reference to the probability of the pupils' remaining in the community, Anderson and Loomis found: "Taking the group as a whole, 80 per cent of all the sons and daughters settled within a radius of 25 miles of the parental home, while 30 per cent located within 10 miles of the parental home."[3] Beck and Lively in a study of the migration of open-country young people in Ohio found that 43 per cent settled within 10 miles of their parental home.[4]

One of the advantages cited for consolidated schools is that they offer greater opportunities for social development of the children. If this is accepted as one of the important functions of the consolidated school, the question at once arises as to how that can be done. Tuttle says, "while it is probable that many new means will be found for stimulating and guiding socializing activities, the field of extracurricular activities at the present time represents the chief opportunity for this aspect of

[2] Pitirim Sorokin, *Social Mobility* (New York: Harper & Brothers, 1927), p. 456.

[3] *Op. cit.*, p. 15.

[4] P. G. Beck and C. E. Lively, "Movement of Open Country Population in Ohio, 1931," *Bulletin No. 489*, Ohio Agricultural Experiment Station.

training."[5] Briggs says, regarding the virtues of extracurricular activities:

> First, they offer the school its best opportunity to help pupils do certain desirable things that they are going to do anyway; viz., take their places as members of social units and exercise, each according to his ability, those qualities of leadership, initiative, cooperation, and intelligent obedience, all fundamental in society. Second, they offer a ready channel through which the school may utilize the spontaneous interest and activities of the adolescent and through these lead to higher types of activities and make them both desirable and possible of attainment.[6]

If the proposition that consolidated schools offer greater opportunities for social development is accepted, and the position taken by Tuttle and Briggs as to the value of the "extracurricular activities" is granted, it then must be concluded that the rural schools in the main are not meeting their responsibility. In the French Settlement High School there appears to be no emphasis on that form of development except the traditional basketball, which both boys and girls play. In the Walker High School basketball is the most prominent activity, but there is also a literary society, a home economics club, a 4-H club, volleyball, baseball, and an honor society. In Romeville High School is found a much more pretentious program of extracurricular activities, including a band, a glee club, athletics, and vocational, academic, and recreational activities. In all, 13 different activities are available for Romeville High School students.

The question arises as to just what would be a reasonable number of activities to be expected in a school. Perhaps the best answer to the question is to find what other schools in different parts of the country are doing. In this regard it is of interest to note some reports made by Smith:

> In 1917 E. H. Wilds made a study which included sixty-three schools, both large and small, selected by random sampling throughout the

[5] *Op. cit.*, p. 495.

[6] Quoted in T. H. Schutte, *Orientation in Education* (New York: The Macmillan Company, 1932), p. 253.

nation. This revealed a median number of 14.2 activities per school, the median for the larger schools being 15.7 per cent, and for the smaller schools 13.5 per cent. A study reported in the May, 1925, number of the *American Digest* included 1,071 large, medium, and small schools, from forty-three states. This study showed 287 distinct types of extracurricular activities, not including the general assembly and class meeting activities. The average number of activities per school was 15.[7]

Since 1925 the movement for extracurricular activities has increased in momentum, yet only one of the schools studied approaches the median for small schools, according to the study of 1917. It seems also that in those schools where the greatest need appears, the least is done in the line of out-of-class activities.

Another point usually stressed as an advantage accruing from consolidation of rural schools is that it "furnishes facilities for neighborhood life and the conditioned education of adults."[8] Sanderson emphasizes this. "Not only do the consolidated schools and high schools make possible a much larger social life for rural children," he says, "but they are seeking to make their plants and facilities available to the whole population as social centers for community life."[9]

If the consolidated rural schools furnish facilities for neighborhood life, as stated above, then certainly the facilities are not thus employed in Louisiana. Of the three schools visited, only one has a parent-teacher association. In that school, 103 out of 149 pupils stated that their parents did not belong to the parent-teacher association and 46 said that their parents were members. Only one parent out of three in one of three schools was a member. There is no organization or community club of any kind which brings the parents to the school. There is nothing to bring the parents into contact with the teachers and the school except the interest they have in their children and

[7] Walter Robinson Smith, *Principles of Educational Sociology* (New York: Houghton Mifflin Company, 1928), p. 684.

[8] Gillette, *op. cit.*, p. 383.

[9] Sanderson, *op. cit.*, p. 530.

what they are doing. That this does not serve as a strong attraction can be seen by the fact that, for the three schools taken together, out of 510 students, 322 stated that their parents had not visited school up to the time of the investigation, although from one-fourth to one-third of the school term had elapsed. The schools furnish local-talent amusement for the community about three or four times each school year, but that alone can hardly entitle the school to claim that it is a community center and in that way is serving a function which the one-room school of former days did not serve.

It is essential that particular attention be paid to the subjects being taught in these rural schools. Table VII gives a composite picture of the subjects studied by the high school pupils.

TABLE VII

HIGH SCHOOL SUBJECTS STUDIED BY STUDENTS IN THREE LOUISIANA RURAL SCHOOLS

Subjects	*Students Studying*	
	Number	*Per Cent*
English	234	100.0
Mathematics	221	94.4
Eighth Grade Mathematics	78	33.3
Algebra	79	33.8
Plane Geometry	64	27.4
Science	176	75.2
General Science	34	14.5
Biology	106	45.3
Physics	21	9.0
Chemistry	15	6.4
Social Science	148	63.2
History	97	41.5
Commercial Geography	16	6.8
Civics	35	15.0
Vocational Subjects	163	69.7
Home Economics	122	52.1
Typing	35	15.0
Agriculture	6	2.6
Foreign Language	65	27.8

English, since four years was until 1937 required for high school graduation, is taken by more students (234) than any other subject. Mathematics ranks a close second to English with 221 students enrolled in classes studying algebra, geometry, or general mathematics. In the field of social science, 97 out of 148 pursue the traditional history course, one year of general and one year of American history. Thirty-five study civics and 16, commercial geography. Civics is taken largely, if not exclusively, by those who do not study home economics, or agriculture. This is probably due to the fact that small enrollment necessitated rather limited offerings to the students, and, consequently, few electives. The students are therefore allowed to choose between home economics, or agriculture, and civics. Thus only 14.9 per cent of the high school enrollment takes any courses dealing directly with the duties of citizenship. In the vocational field 122 take home economics, 35 take typing, and only six agriculture.

The claim has been made that the schools are governed in their offerings by college-entrance requirements rather than by the needs of everyday life. In order to liberalize the high school course of study so that the claim of being dictated to by the colleges would have less validity, the State Board of Education has made many changes in the requirements for graduation from state approved high schools. It is of interest to follow these for the past decade and a half. In examining the state course of study for 1920 one finds the following requirements for graduation from a state approved high school:

English ..... 3 units

Mathematics ..... 2 units

- Algebra 1
- Plane geometry 1

Science ..... 2 units

- Biological (botany, zoology, and physiology) 1
- Physical (chemistry or physics) 1

History ..... 2 units
Foreign 1
American history and civics 1

A total of nine units was required, and a wide selection of electives was made possible.

In 1929 the approved course of study was as follows:

English ..... 4 units
Mathematics ..... 2.5 units
Arithmetic 5
Algebra 1
Plane geometry 1
Social Science ..... 2 units
General history 1
American history 1
Science ..... 2 units
General science 1
Chemistry or physics 1
Foreign language or vocational subject ..... 2 units
Total required ..... 12.5 units

The remaining 3.5 units were elective.

In 1932 the Course of Study was further "liberalized" so that the requirements were as follows:

English ..... 4 units
Mathematics (algebra) ..... 1 unit
Social Science ..... 2 units
American history 1
One other (civics, general history, or commercial geography one half year with Louisiana studies the second half)
Science ..... 1 unit
(Either biology or general science)
Total required ..... 8 units

The changes in the course of study were intended to make it possible for high schools to offer other subjects than those designed for college entrance. Certain traditional subjects, such as plane geometry, physics or chemistry, foreign language, and world history, were omitted from the list of those required. The

question immediately arose as to what those high school students who intended to go to college would do. The question was soon settled in Louisiana by the Louisiana State University, which modified its entrance requirements to read: "Graduates of high schools in Louisiana, public or private, approved by the State Department of Education, are eligible for admission to the Lower Division of the University on presentation of a diploma or certificate of graduation."[10] This change in the college entrance requirements removed the argument that the "traditional" subjects were required for those students who intended to enter college. However, an examination of what is actually taught shows that the offerings in the rural high schools are more conservative now than the 1921 course of study. It required only one year of algebra, yet both Walker and French Settlement students take two years; no foreign language was required by the 1921 course of study, but every one of the schools studied offer foreign language to those not taking home economics.

The situation with reference to the high school curriculum may be summarized thus:

1. The practice in selecting subjects to be taught in the high schools has lagged behind the changes made in the State Course of Study.
2. Modification of the offerings so that needs of the community may be better met is not in evidence, since agriculture, rural civics, and economics are overlooked almost entirely.
3. The subjects offered represent the "classical" or "traditional" ideas embodied in the belief in "mental discipline" or "indirect values" rather than the "practical" or "direct values" belief.

Another of the values claimed for consolidated schools is that better qualified teachers will be employed and that the teachers will be more permanent or that there will be fewer changes of

[10] *University Bulletin,* Louisiana State University and Agricultural and Mechanical College (April, 1934), p. 79.

teachers from year to year. So far as the academic qualifications of the consolidated-school teachers are concerned, it appears that they are well trained. None of the high school teachers has less than a baccalaureate degree; and of 23 elementary-school teachers only one has less than two years of college training. Several have three and one has four years of advanced academic training. In the matter of training and experience it appears that the Louisiana teachers are not "untrained and inexperienced."

Although the teachers appear to be well trained and to possess experience in teaching, they do not have security of tenure in their present positions. Only two out of 16 high school teachers have been teaching in the same positions for more than four years, and 13 have been employed there less than three years. For the elementary grades the median length of time the teachers have held their present position is five years (one teacher has taught 26 years in the same position, and eight of the 23 have taught less than three years).[11]

Interesting facts are disclosed in a study of the place of residence of teachers. Of 39 teachers, one has a home address out of the state, and eight others are from parishes of the state other than the one in which they are teaching. About 77 per cent of the teachers are teaching in their home parishes. With regard to the employment of home teachers, Cooke says:

> Where there are too many home-talent teachers the instruction becomes provincial and local to the extent that inbreeding is the inevitable result. Inbreeding is perhaps the most serious objection to the employment of home-talent teachers. Teachers, more than any other professional people, should go away from home to get the ideas of others; to be influenced in new and different ways.[12]

Since the teachers are largely local (parish) girls, it is signifi-

[11] The question of tenure is of interest in Louisiana at the present time because the matter of how the Tenure Law will affect the situation when so few teachers appear to be staying in the same position for the three-year period naturally arises.

[12] *Op. cit.*, p. 295.

cant to notice where they make their residence during the school year. Of 39 teachers, about 45 per cent of them (17), do not live in the community in which they teach. If the Romeville school is excluded, only 11 of 28 live in the school community during the school term and of the 11 who do dwell in their communities, seven are permanent residents. In other words, only four out of a total of 21 who leave their homes to teach in another community live in the district they are serving as teachers. Fourteen out of 28 of the teachers live in the largest center of the parish (Denham Springs) during the school year, even though some are required to drive 25 miles back and forth to the school. Thus is presented the phenomenon of leaders in rural communities removing themselves, as far as possible, from intimate association in the communities they are supposed to be serving. What must be the ultimate effect of school consolidation in this parish? Can a teacher who refuses to live in a neighborhood or community inspire affection and respect for that community on the part of the students? Here is a case of persons whose interests lie entirely outside of the community attempting to teach children whose primary interests are, and are to be, within the community. This commuting of teachers is a serious indictment against this type of school organization.

SECTION B

THE RURAL CONSOLIDATED HIGH SCHOOL LOCATED IN THE VILLAGE CENTER

In this section the study is devoted to a consideration of the consolidated schools which are located in village centers and serve the children of the outlying districts as well as those of the village. For this purpose two schools, the Mangham High School and the Lutcher High School, have been chosen as representative of this class.

The Mangham High School is located in Mangham, a small incorporated village in Richland Parish in the northeastern part

of the state. The village, about 10 miles removed from the nearest town, is in the center of a fertile agricultural area with cotton constituting the principal crop.

The school has grown from a one-room school, which was organized in 1891, to an institution housed in a plant costing nearly $350,000 as it stands today. The buildings, consisting of a large high school, an elementary school, a gymnasium, a teacherage, and a janitor's home, are located on a plot of about nine acres at the edge of the village. The large elementary school building and the high school building are connected with an auditorium which has seats for 1,100 arranged in the shape of the letter "H." Basketball games are played in a gymnasium which provides ample seating space for spectators; and in a section of the building which houses the gymnasium, the school operates a cafeteria for the students. The equipment of the Mangham school is equal to that found in any other school of its size in Louisiana.

The school has an enrollment of 760 pupils, 252 of whom are in the high school department. It has a staff of 25 teachers and four janitors.[18]

The Lutcher High School is located between the villages of Lutcher and Gramercy in St. James Parish. Lutcher had a population, according to the 1930 census, of 1,481 people. It is doubtful if there are that many there now because of the recent closing of the saw mill due to exhaustion of the timber supply. In Gramercy is a large sugar refinery. Here is a community largely interested in agriculture, but with two of its villages situated in what are, or have been, industrial rather than agricultural centers. For the parish as a whole 32.2 per cent of the native-white population are classed as rural-farm people. The agriculture of this section is of two types, the large sugar cane plantation and the small truck farm.

[18] Thomas Allen Judd, *An Evaluation of the Mangham High School as Reflected Through Its Graduates*, M.A. Thesis (Unpublished), Louisiana State University (1936).

The high school building was erected in 1931 as a consolidated school to serve the communities of Lutcher and Gramercy. The building is beautifully constructed, with the grounds attractively landscaped. In the rear are the playgrounds with adequate equipment, football grounds with stands for the spectators, and a large gymnasium. The plant is neither so large nor so impressive in appearance as the Mangham school; however, there is not the need, for, though the high school enrollment of slightly more than 300 is greater than that of the Mangham High School, the elementary school has an enrollment of less than 300 compared with 508 in Mangham. The enrollment of the elementary school is small in comparison with that of the Mangham school because elementary schools in the Lutcher-Gramercy district have not been consolidated to as high a degree as in the North Louisiana district.

Farming is the most important occupation of the parents of the school children in both of the communities under consideration. In the Mangham school over 75 per cent of the pupils reported farming as the occupation of their parents, and in the Lutcher school 40.4 per cent of the students gave farming as the sole occupation of their parents. Others stated that farming was engaged in as an aid in supplying the family with food.

According to the Mangham High School students, 55.2 per cent of their brothers and sisters who were no longer in school were engaged in agriculture, 23.5 per cent were engaged as day laborers, and 15.8 per cent were keeping house, probably on a farm.

In contrast with the important position farming holds as an occupation among the parents and the brothers and sisters who are no longer in school, one finds slight interest in rural life on the part of the students themselves. In the Mangham school 16.4 per cent and in the Lutcher school 12.0 per cent of the students stated that they expected to engage in farming or to live in the country. Yet from the evidence previously cited the majority of the pupils of the Mangham school and over half of

those who dwell in the open-country sections of the Lutcher school district will engage in farming or will live on a farm when they are mature.

It was observed, among schools located in strictly rural districts, that the best and most attractive buildings in the communities are the school structures. The same is true in the case of the rural schools located in village centers. The patrons have not been stingy in providing plants for schools. It might be pointed out that the construction of adequate school plants with modern equipment has developed along with the development of school consolidation in the state. It is quite improbable, if not altogether impossible, that Mangham, Lutcher, Walker, French Settlement, or Romeville would have been able to finance such school plants as they have without the increased resources brought about through the enlarged basis of taxation for the construction and support of the schools. Probably not one of the small villages or the rural neighborhoods alone could have financed such undertakings.

One of the vexing problems which must confront any consolidated school is that of transporting the children who do not live within walking distance of the school. The distances which the children attending the Walker, French Settlement, and Romeville schools were required to travel are not excessive. The same is true at the Lutcher school; no elementary school pupil is required to travel more than seven miles and no high school student has to go more than 10 miles to reach school. Furthermore, only 22.9 per cent of the elementary and 39.7 per cent of the high school enrollment are transported to school.

In the Mangham school one finds a different situation. Here 85.1 per cent of the elementary and 80.3 per cent of the high school pupils are transported to school by bus. The buses are modern in every detail, with solid steel bodies and shatter-proof glass windows. Nine such buses operate for 681 pupils. The distances traveled in taking the children to school range from 7.5 miles, for the bus with the shortest run, to 23.5 for the long-

est run.[14] The median distance for the buses is 13.2 miles one way. The bus with the longest route, 23.5 miles, has a capacity of 65 pupils, but its registered load is 82. The crowded condition of the buses is typical of the situation in the state as a whole, but the type of bus used in the Mangham school is not typical. Few schools have buses with all steel bodies and shatterproof glass windows. In fact the window frame, with no other protection than oil cloth or canvas curtains to keep out the rain and the cold wind, is not unknown even today on school buses in operation.

It may be noticed that a higher per cent of the elementary than of the high school enrollment of the Mangham school are transported to school. Not only is that true, but the elementary school children travel farther to reach school than do the high school group. There is a difference of almost a mile and a half in the distance traveled by the two groups, and, strange as it may seem, the children of lower grades travel farther than those of the upper grades, for example the median distances for the grades are:

4th	8.0 miles
5th	8.5 miles
6th	6.7 miles
7th	6.8 miles
8th	6.4 miles
9th	5.5 miles
10th	7.4 miles
11th	6.0 miles

Whereas 3.3 per cent of the elementary children travel as much as 25 miles to reach school, less than one per cent of the high school students travel that far. Although 15.5 per cent of the elementary school children go 16 miles or more to reach school, only 5.2 per cent of the secondary school group travel that far. Among those who travel 11 miles or farther are 32.1 per cent of the elementary pupils and 17.7 per cent of the high school

[14] *Idem.*

group. In contrast with this, among those who go less than five miles to reach school are 44.0 per cent of the high school group, and 33.6 per cent of the elementary school pupils.

In a total of 46 high school instructors and principals, only one, a teacher of commerce, has less than a bachelor's degree from an accredited college. The academic qualifications of teachers exceed the requirements established by the Southern Association of Colleges and Secondary Schools,[15] which are that three-fourths of the high school teachers must be graduates of approved colleges. Of 55 elementary teachers, only one has less than two years of college training, seven have bachelor's degrees, and eight have three years of college work to their credit. Forty-four per cent of the elementary teachers have received more than two years of college preparation. Thus it is true that the teachers of the consolidated rural schools are well trained, but can this be attributed to consolidation? As will be seen in a later chapter, the teachers in rural "neighborhood schools" are also well trained. Therefore the well-trained teaching staff may be interpreted to be a result of a general raising of teaching standards in the state, because of the action of the State Department of Education.

An analysis of the teaching experience of the faculties in the schools studied indicates agreement with the facts pointed out in Chapter IV, i.e., that the elementary teachers, as a group, have taught longer than the high school teachers. The median number of years of experience for high school teachers in the schools studied is six years, whereas for the elementary teachers it is nine years.

Tenure in the present position, too, is longer in the elementary schools than in the high schools. In the latter the median term of service in the present position is two years, but in the elementary grades it is five years. Of the high school teachers, 58.7 per cent have taught less than four years and are not yet

[15] *Proceedings, Southern Association of Colleges and Secondary Schools, 1936,* p. 352.

included in the protected group under the Teachers' Tenure Law.[16] Of the elementary school teachers, 34.5 per cent have not completed three years of teaching in their present position. The difference found between the elementary and high school teachers agrees with the statement of Cooke that "The rate of turnover among high school teachers is greater than that among elementary school teachers."[17]

It may be concluded that the teachers are well trained academically as measured by the standards set by the Southern Association of Colleges and Secondary Schools and that they have had a reasonable amount of experience in teaching; but, on the whole, their tenure has been insecure, especially that of the high school teachers. It is doubted if the Tenure Law will aid them much. In fact, there is a possibility that it may have exactly the opposite effect.

The large consolidated high schools such as Mangham and Lutcher are able to offer more subjects than the smaller high schools such as French Settlement and Romeville, but the type of community in which the school is located seems to have no more bearing on what the students study in the one than in the other. A sort of magical power, *mana,* seems to be attributed to education so that little regard is given to what the student studies so long as he is in school, being "educated." These beliefs persist in spite of the experiments of psychologists such as Woodworth and Thorndike,[18] Dearborn,[19] and Ruger.[20] Their conclusions are summarized by Pressey when he says, "Curricula must, then, be constructed with the direct reference to the objectives to be obtained; subjects can legitimately be kept in the curriculum only for their intrinsic, not for the disciplinary or in-

[16] *Acts of Louisiana, 1936,* No. 58, sec. 48.

[17] *Op. cit.,* p. 19.

[18] Edward L. Thorndike, *The Psychology of Learning* (New York: Teachers College, Columbia University, 1921), pp. 364 and 397.

[19] *Ibid.,* p. 376.

[20] *Ibid.,* p. 408.

direct values."[21] He further states, "Educational progress in the average school has lagged so far behind research as to make educational practice a thing apart from educational knowledge."[22]

The schools in the village centers offer a wider, more diversified program of extracurricular activities than is to be found in the smaller, more isolated schools. That this is not due to the size of the school so much as to inertia on the part of the school authorities can be demonstrated by the excellent athletic teams which these small schools often develop. It appears in most of the schools that the development of the physical activities program, through supervised play in the grades and through interscholastic and intramural athletics in high school, has advanced further than the academic or literary activities. For, whereas, in some schools little or nothing is done in the literary or purely social type of extracurricular activities, the physical side is emphasized in various ways. Music is found to occupy an important part in some of the schools. That the consolidated school, through the increased number of students, offers greater opportunities to develop an activity program wide enough to meet the demands of the school population, seems self-evident. But it is found in this investigation that mere increase in numbers is no guarantee that such a program will develop, nor is the fact of a great need any assurance that the need will be recognized in the consolidated school.

Most of the educational authorities have recognized the school's obligation to serve as a community center—an institution designed to serve the needs of the community by furnishing it with a common point of interest, a place where the people can meet together and discuss their common needs and interests; in short, an instrument through which the individuals residing within a geographic locality are molded into a unified social group. That the rural consolidated school is not fulfilling this

[21] S. L. Pressey, *Psychology and the New Education* (New York: Harper and Brothers, 1933), p. 525.

[22] *Ibid.*, p. 580.

function is very evident from the study of the different schools. Considering the elementary and high school students together, one finds that only 30.2 per cent of the children, less than one-third, reported that their parents had been to the school during the school year. At the time nearly a third of the school year had passed. The school serves even less as a magnet to attract the parents of the elementary children than of the older high school group, for, where 39.6 per cent of the high school students reported that their parents had visited the school at least once, among the grade school pupils only 20.8 per cent reported visits by their parents. Also, if one uses the matter of attendance at the school entertainments given from two to 15 times during the school year as a basis for judging whether the schools attract the parents, it is observed that 28.3 per cent of all the parents do not attend the school entertainments. Here, as in the matter of school visitation, the homes of the grade school pupils show less interest than those of the high school group, for while 16.2 per cent of the high school students reported that their parents do not attend school entertainments, 36.7 per cent of the elementary school pupils gave the same report. Of those high school pupils who reported that their parents do attend entertainments given in the school, only 28.8 per cent reported the attendance as regular and almost three-fourths of them reported the attendance as only "once in a while." Certainly the consolidated rural schools cannot claim to be fulfilling their function as a community center.

Conclusion: Are the consolidated schools responsive to the needs of the community? This raises another question. What are the needs of the community? Certain needs seem to be obvious. The first need is a population trained to be efficient in the skills upon which they depend for a livelihood. It does not matter what kind of community it may be, efficiency in the basic economic activities of the members is indispensable.[23] A second need is

[23] "The acquisition of vocational skill and information is the necessary concomitant of the life process however primitive. That for every member of society

for the people of the community to fit into their proper niches in the social order of which they are a part. This seems especially true of a democratic country. Can a government by sanction of the governed continue if the citizens do not understand the part they should play in that government? Is it not desirable that the future members of the group or the community be taught some of the principles of group and community relations and interaction? Should they not be led to realize that each individual has a responsibility to his group?[24] A third need is a community of spirit cultivated through a common interest and a common meeting place, where all members of the community can and will go to associate with their fellows, to exchange ideas, to expand socially and otherwise. This is especially true, it seems, in a rural community where there is little opportunity for other social contacts. This is what is meant by a community center. And a fourth need is the perpetuation, encouragement, and support of the basic institutions of the community, especially the family.[25]

These are but some of the very apparent needs of a community. Do the consolidated rural schools recognize and satisfy these needs? The communities studied depend largely or almost entirely upon skill in agricultural pursuits. This involves farming for the men and housekeeping or homemaking for the women. Yet in those schools, where 736 students study English, 62 chose the agricultural course and 246 selected home econom-

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vocational training is absolutely essential is patent." L. Crosby Chapman and George S. Counts, *Principles of Education* (New York: Houghton Mifflin Company, 1924), pp. 510-511.

[24] "Citizenship has always been the avowed aim of education in stable, civilized states—duty of training for citizenship rests mainly with the school. No other institution is prepared to do this directly." John C. Almack, *Education for Citizenship* (New York: Houghton Mifflin Company, 1924), p. 4.

[25] "Good family groups are essential as foundations to such other and larger groups as cities, states, and nations. If a tribe or colony is to be secure it needs good families to insure the effective rearing of new members or citizens." David Sneeden, *An Introductory Sociology for Teachers* (New York: Thomas Nelson and Sons, 1935), p. 53.

ics, the two courses presumed to prepare the pupils for the activities of life in which the members of the communities are largely engaged. If it is assumed that there is an even distribution of the sexes, the following percentages for the two occupations appear: for farming, 16.8 per cent; and for homemaking, 66.8 per cent. In other words, less than one-fifth of the boys are trained in the activity, farming, upon which the communities largely depend and only two-thirds of the girls take courses in the occupation which they are most likely to follow in any community in which they may live. On the other hand, over four times as many take courses preparatory to commercial activities, typing, shorthand, and bookkeeping; and three times as many study foreign language and geometry as select agricultural courses. In reality the subjects of study would serve as appropriately, if not with more apparent justification, for strictly urban communities as for those in which the schools are located.

Do the rural consolidated schools equip the students to fit into their places in society, to assume the duties of citizenship, and to appreciate or understand somewhat the economic and social activities of the group of which they will become a part? Certain values in these lines will no doubt accrue from the extracurricular activities, but not all of the schools studied have a program of activities of that nature. In equipping themselves with an understanding of their country's government, and with their duties of citizenship, in an enrollment of which 736 of the students are studying English, only 97 are studying civics, the subject presumed to furnish this information. Is it to be regarded as almost eight times as important that the students speak, write, and understand good English as it is that they understand the duties of citizenship which they are expected later to assume? Furthermore, the civics taught in the most isolated rural schools is the same as that taught in the city schools of Shreveport, Baton Rouge, or Monroe, on the assumption apparently that the civic problems are the same. If there is to be any practical training in citizenship, it is left largely to inci-

dental, indirect accumulation. Not a school offers courses dealing with the problems of social relations, nor are they attempting to furnish the pupils with an understanding of the economic activities which they will certainly encounter in their life in the community.

Regarding the third need, it is only necessary to recall that by examining the reports of the students it is found that only 30.2 per cent of the parents of the school children had been to the school during the school year which was, at the time the reports were made, from a fourth to a third gone, and that only 28.6 per cent of the high school pupils' parents regularly attend the school entertainments.

Reference has been made to the need for supporting and strengthening the family and the home. An institution, which takes charge of a child at the age of six by removing it during the period from daylight until dark to an establishment with which the parents have little or no direct contact, can hardly be considered an agency for strengthening family ties. It seems unreasonable to believe that removal from the home influence at such an early age can do anything but weaken the family bonds among the group which has always maintained the strongest family connections. This removal from family influence is more in evidence among the rural children attending consolidated schools than it is among the town or village children and more so among the elementary children than those of the high school. Here is the picture of children six years old, still almost infants, transported sometimes more than 20 miles in buses filled considerably beyond their capacity. The children are required in some cases to leave home as much as an hour before daylight in midwinter, and they get home about an hour after dark, for five days out of seven. They come under the instruction and guidance of men and women who do not know their parents and of whom the parents know nothing except through the reports brought to them by their children. Certainly the

consolidated rural high school can not be regarded as an ally to the home or to parental influence.[26]

In fine: the consolidated rural high school does not equip the prospective members of the community for economic, civic, or social efficiency.

[26] For a discussion of the rural home and the disorganization often attending the weakening or breaking of home ties see: Noel Gist and L. A. Halbert, *Urban Society* (New York: Thomas Y. Crowell Company, 1935), p. 367; Pitirim A. Sorokin, Carle C. Zimmerman, and Charles J. Galpin, *A Systematic Source Book in Rural Sociology* (Minneapolis: University of Minnesota Press, 1931), II, 3-123.

CHAPTER VI

CONSOLIDATED HIGH SCHOOLS LOCATED IN URBAN CENTERS

Not all rural children are educated in open-country or village schools. In fact, almost all the large town and city schools in the state, outside of New Orleans, enroll a considerable proportion of their students from the rural sections. In this chapter an analysis is made of the data dealing with a small city high school and a large town high school, in an endeavor to determine, insofar as it is possible, the effects of the merging of rural schools with schools located in urban centers; to find to what extent the advantages claimed for consolidated schools operate for the rural children who attend these schools; and to note how responsive these schools are to the needs of the rural neighborhoods contributing to their enrollment. For this study two representative schools, located in different sections of the state, have been selected, the Ouachita Parish High School of Monroe, a small city of 26,028, and the Terrebonne High School of Houma, a town with a population of 6,531 located in the French section of Louisiana.

The Ouachita Parish High School has evolved from a plan devised in 1894. At that time a parish high school was to be erected on a plot of ground fronting the Ouachita River, donated by Don Juan Filhiol. The Police Jury donated $3,500 for the erection of a public high school building on the condition that $2,000 be raised by private subscriptions for that purpose. An amount almost double the $2,000 was raised and a building was erected at a cost of $8,101.45, exclusive of furniture. The purpose of this school, as stated in the catalogue of the Ouachita Parish High School for the years 1903-1904, was: "to afford

bright and ambitious pupils of the public schools an opportunity to get all the advantages of high school training, and to thus broaden and extend the public school system."[1] In 1903 the building was enlarged at an expense of $6,500. This building served as the parish high school unit with the primary, intermediate, grammar, and high school grades in the same structure.

In 1926 a new plant was erected across the street from the original one at a cost of about $350,000. Today the old building is used exclusively for elementary children, and the new plant houses the present enrollment of approximately 1,350 pupils, about half of whom are brought to the school by bus. Based on the record made by its graduates who enter college,[2] the Ouachita Parish High School is rated as one of the best high schools in the state. Its entrants always make favorable records in contests such as school debates and literary rallies. Academically, the school ranks high.

When the school was begun in 1894, it was, no doubt, some distance from the center of the town, and the square block of ground would have been considered ample for the anticipated enrollment. But now the new three-story building is only a few feet from the sidewalk and occupies the entire lot, approximately half of a city block. It is rather difficult to distinguish it from any city store building except for the type of windows. The building faces South Grand Street, one of the principal business streets of the city, and a cross street which separates it from the elementary school. The elementary school does not occupy the entire square, so that the rear of the block upon which it is situated is used as a football practice field for high school boys. There is no playground equipment whatever for the elementary

[1] *Catalogue, Ouachita Parish High School, 1903-1904* (Unpublished), p. 6.

[2] According to the report of the Southern Association of Colleges and Secondary Schools for 1934-35, the per cent of semester hours failed in their first year of college by the Ouachita High School graduates was 10.7 per cent while the average for the Southern Approved High Schools was 12.4 per cent and the average for Louisiana schools was 13.1 per cent. *Proceedings of the Southern Association of Colleges and Secondary Schools, 1935.*

school, and the high school has no gymnasium. All athletic practice is done on the elementary school grounds.

Although approximately one-half of the high school enrollment is brought in by buses,[3] one can not fail to get the impression that the school is planned to accommodate the city children rather than those who ride the buses. During the noon hour, while the city children go home, the rural children, after eating their lunch in the cafeteria or in the lunch room across the street, have no place prepared for them. They may go to the library to read or study, as a few do, or walk the city streets until one o'clock.

Although children from the nearby hamlets and villages, as well as those living in the open country, are transported to the Ouachita Parish High School, the reports indicate that 42.9 per cent of the rural pupils come from farm homes and that farming is the most important occupation from the standpoint of the number of parents engaged therein. Employment in the paper mill located in West Monroe ranks next to farming, and a rather wide variety of occupations is listed.

With so many of the parents engaged in agriculture, it is interesting to note what the brothers and sisters who are away from home are doing. Housekeeping occupies first place in importance, with 48 listed in that category, and farming is second, with 31. Of the 288 reported, 10.8 per cent are farming and 16.7 per cent are housekeeping. There are no data available for ascertaining the percentage of those listed as housekeepers who are living on farms, but from the studies cited before it is probable that most of them are living in the open country.[4]

Important though it may be in the lives of the parents and the brothers and sisters who are out of school, farming is selected by a relatively small group of students as the most popular vocation. For the girls, nursing ranks as the preferred calling,

[3] According to the report of the Colleges and High School Committee, 51.3 per cent of the high school enrollment was transported in 1934.

[4] See Chapter V.

whereas various kinds of engineering rank first for the boys. Only 7.9 per cent express their expectation of living on a farm.

The Terrebonne High School is located at Houma in the French section of the state. This school has been a state approved high school since the session of 1910-1911.[5] It is also approved by the Southern Association of Colleges and Secondary Schools, with which it has a very high standing.[6] It operates as a parish high school, in that there are no other public state approved high schools in the area. There are, however, two state approved Catholic high schools in Houma.

The parish has a white population of 7,298 between the ages of six and 18 inclusive, of whom 2,978 are of secondary school age, 13 to 18 inclusive.[7] To accommodate this white population, 21 elementary schools, having a total enrollment of 4,155, are maintained. The public high school enrollment in Terrebonne Parish, those in the Terrebonne High School, and 91 others who are taking secondary school courses in some of the elementary schools, is 721.

The parish has one of the highest illiteracy rates to be found in the state: 22.0 per cent of its native white population. Of those 14 and 15 years of age, 56.4 per cent are attending school; and of those 16 to 17 years of age, 28.7 per cent are in school. By comparison with St. James Parish, where there are three state approved high schools and 10 elementary schools to serve an area about one-seventh that of Terrebonne Parish,[8] and a school population of 2,536 (approximately one-third that of Terrebonne Parish), 72.6 per cent of those 14 and 15 years of

[5] "Educational Directory," *Bulletin No. 304,* State Department of Education of Louisiana (1935), p. 16.

[6] *Op. cit.* According to the 1935 report the graduates of the Terrebonne High School who entered college failed in 4.5 per cent of their college courses. This is considerably below the failure average for the state which is 13.1 per cent.

[7] "Eighty-sixth Annual Report, Session of 1934-35," *Bulletin No. 309,* State Department of Education of Louisiana, pp. 52-53.

[8] The areas are as follows: St. James, 162,560 acres, Terrebonne Parish, 1,123,840 acres.

age and 40.9 per cent of those 16 and 17 years of age are found to be in school.[9]

Terrebonne Parish leads the state in the production of furs. It has important fisheries, and produces and cans great quantities and many varieties of sea food.[10] It ranks third among the 64 parishes of the state in the production of sugar, and it is an important commercial producer of garden vegetables and rice. It has a rural population of 23,285, of whom 8,633, or 37 per cent, are classed as rural-farm, whereas 14,663, or 63 per cent, are classed as rural-nonfarm. Houma, its only urban center, has a population of 6,531.

Of the rural students attending the Terrebonne High School, 48.6 per cent gave farming as the occupation of their parents. This indicates that the proportion of those classed as rural-farm who send their children to high school is higher than for those classed as rural-nonfarm, since 63 per cent of the rural population supply only 51.4 per cent of those going to high school.

Housekeeping and farming are the most important occupations of the brothers and sisters who are away from home, with 30.5 per cent listed as housekeepers and 10.3 per cent listed as farmers. Slightly more than 40 per cent are engaged in farming and in housekeeping.

It is interesting to note what the students desire to do. Nursing ranks first for the girls, and engineering first for the boys. More expect to engage in nursing, teaching, engineering, aviation, bookkeeping, and stenography than in farming. Whereas 18.4 per cent wish to be nurses, 13.8 per cent to teach, and 10.6 per cent to be engineers, only 3.9 per cent expect to be farmers or to live in the country.

The similarity in the two schools is remarkable. As has been stated, the Ouachita Parish High School is located in the heart

[9] St. James Parish is mentioned because it is the parish in which the Lutcher and Romeville high schools are located, and its educational characteristics have been already examined.

[10] *Louisiana, 1927-1928,* Department of Agriculture and Immigration (Baton Rouge), pp. 184-185.

of Monroe, facing an important business street and traffic thoroughfare. The same is true of the Terrebonne High School, which stands on the block adjoining the courthouse square just one block from the main street of the town. The school is so congested that a frame building has been built next to the brick structure to take care of the surplus enrollment. There is no space on the school grounds for playground equipment of any kind. In order to practice for athletic contests the pupils must go a mile from the school to find space. As at the Ouachita Parish High School, the rural children have no place to go during the noon hour, and many of them walk up and down the town streets. No intramural athletic program is possible in either school under the existing physical conditions.

Both schools were designed as parish high schools. In Ouachita Parish other high schools have been established, one at Calhoun and one at Okaloosa, in the extreme western part of the parish, a Monroe city high school (the Neville High School), but in Terrebonne Parish the original idea of a parish high school still is in effect. In both schools over half of the student enrollment is transported by bus.[11] As is to be expected under such conditions, the rural children attending the schools come long distances. The median distance traveled by pupils in reaching the Ouachita Parish High School is 7.6 miles, although some travel as far as 25 miles. The median distance for the Terrebonne rural students is 9.6 miles. One girl, a senior in the Terrebonne High School, stated that she traveled 33 miles to and from school each day. Both schools begin between 8:30 and 8:45 in the morning and dismiss at 3:30 to 4:00 in the afternoon; consequently, the pupils required to travel the long distances are forced to leave home before daylight and return after dark.

In comparing the subjects offered in the two schools one finds that agriculture is not taught in the Ouachita Parish High

[11] In the Ouachita Parish High School 51.3 per cent and in Terrebonne High School 54.7 per cent of the high school enrollment.

School, and neither home economics nor industrial arts is taught in the Terrebonne High School. Although agriculture is offered as a subject in the Terrebonne High School only 11.6 per cent of the rural pupils are enrolled in that course, whereas 56.7 per cent are enrolled in classes of typing, shorthand, and bookkeeping, the commercial subjects, and 34.9 per cent are studying foreign language.

Conclusion: As has been found in all of the schools, the academic training of teachers in the urban institutions attended by rural children is considerably above the requirements of the Southern Association of Colleges and Secondary Schools. The teachers are experienced (only 14 out of a total of 76 teachers have less than three years of teaching experience), but their tenure in the same position is not secure; 29 or 38.1 per cent have not taught in the same position long enough to be protected by the Teachers' Tenure Law.

There appears to be little connection between the place of residence and the type of subjects studied by the pupils. If the situation in the Terrebonne High School is typical, a higher percentage of rural students are preparing themselves for clerical pursuits by taking courses in commerce than is true of the town pupils. This seems to strengthen the observation previously made, that rural students do not desire to live in the country or to engage in agriculture as a vocation. Although one can not claim that the schools are solely responsible for this condition, it appears that the condition grows with school advancement. This can be seen by considering the combined data for all the high schools and all of the elementary schools which are studied. Among all the elementary school pupils attending town or rural consolidated schools, 19.6 per cent stated that they expected to remain in the country; among those who had reached high school level the percentage had fallen to 10.4 per cent; and among those who had reached the senior year of high school this was further reduced to 6.0 per cent. It seems that there can

be but one of two explanations for this phenomenon. Either the pupils who desire to remain in the country do not continue in school; or as they climb the educational ladder, their desire to remain in the country is changed to an intention to pursue urban life and occupations.[12]

One can hardly fail to be impressed by the fact that the school acts as an agent for removing the differences which may have existed between the rural children and the town children. But it should be stressed that this unifying influence is not of such a nature as to fit the students of both groups to have a mutual understanding of each other's problems. Rather it unifies the divergent groups by making rural children familiar with urban life. The urban students do not become familiar with rural ways. The rural students are taken into a school located near the geographic center of the town or city. They come in contact each day with city life, the subjects they study are those which have been deemed proper for the college preparatory courses or for courses in commerce, an urban occupation. They have few school courses designed to fit them for life in rural communities. Is it any wonder, then, that after years of life spent in this urban environment, studying subjects thought to be suitable for the proper development of sons or daughters of the "social elite," that they come to the almost unanimous decision by the time they are seniors that they do not want to become farmers or to live in the country?

The schools are trying to meet the needs of the pupils in the matter of social development through the medium of school activities, within the limits of their physical equipment. Academic, musical, and social activities are available to the students, and by means of the activity period, scheduled as a part of the school day, rural children are given opportunity for that phase

[12] In making this comparison only those pupils who live in rural homes are considered. For the elementary grades we find of 962 pupils in the fourth through the seventh grades, 189 expressed the intention of remaining in the country; among 1,281 high school pupils, 133 expressed an intention to remain in the country; and of 232 high school seniors, only 14 expressed such an expectation.

of development. The claims often made that town and city children monopolize the school honors and that there is a form of social differentiation between the pupils from the rural sections and those of the town which excludes rural children from their share of representation in school activities, does not seem to be substantiated to any marked degree, so far as this study could determine.

Little evidence is to be seen to support the contention made by educational theorists that the consolidated school serves as a community center, especially when the consolidated school belongs to the class under discussion. The parents of more than three-fourths of the rural pupils had not visited the school during the academic year and not more than one-half reported that their parents go to the school for entertainments. This is easily understood when one considers the distance which the children travel to reach the school. No institution can serve to attract the patrons when it is so difficult to reach because of distance.

The school so removed from the rural people can not act as a community center; on the other hand it seems that such an institution must inevitably weaken the influence of the home and the neighborhood. It is hardly possible that adolescents can be retained for five days each week for the greater part of the waking day in an environment entirely strange to the home, required to study subjects dealing with phases of life or activities unfamiliar to their parents and to their mode of living, removed from direct observation or influence of the parent for a large part of their time, without losing that close understanding and intimate relationship characteristic of primary-group association. This is another evidence of the urbanizing influence of the consolidated urban school in which rural children are trained. It is characteristic of urbanism that the family ties are weakened.[18]

[18] See Gist and Halbert, *op. cit.*, p. 259. Niles Carpenter, *The Sociology of City Life* (New York: Longmans, Green and Company, 1932), pp. 230-248. Pitirim Sorokin and Carle C. Zimmerman, *Principles of Rural-Urban Sociology* (New York: Henry Holt and Company, 1929), p. 334.

CHAPTER VII

RURAL GRADE SCHOOLS

No study of the rural schools of a state would be complete without some reference to those basic institutions, the rural grade schools. The purpose of this chapter is to study the rural schools where only the elementary grade of work is done. In this chapter elementary schools are classified into two groups: the Consolidated Rural Elementary School, where open-country grade school children are concentrated at centralized points, and to which many of the children are transported; and the Neighborhood Grade School, which may utilize the services of one or more teachers (as the number of children in the neighborhood may demand), and which may teach either through the seventh grade or only through the third grade. Thus the distinguishing characteristic is found in the area or the locality served. A school serving two or more neighborhoods, whose children are transported to some central point, is designated as a Consolidated Rural Elementary School; whereas a school serving a neighborhood rather than a community or cluster of neighborhoods, with an area so limited that the children are within walking distance of the school, is classed as a Neighborhood Grade School.

For analyzing the characteristics of the Consolidated Rural Elementary School, two widely separated schools were selected, the Fondale school in Ouachita Parish of North Louisiana, and the Samstown school in Iberville Parish in the southern part of the state. As representative of the Neighborhood Grade School, three neighborhoods have been selected, the Mixon and the Midway neighborhoods of Franklin Parish in North Louisiana, and the Belmont neighborhood of St. James Parish, in the French section of the state. The schools themselves are exam-

ined in the Belmont and Midway neighborhoods, but in the Mixon settlement there is no school, so the neighborhood is the object of the investigation.

SECTION A

THE CONSOLIDATED RURAL ELEMENTARY SCHOOL

The Fondale school is located in Ward Four of Ouachita Parish, the extreme southeastern ward of the parish. Its northern boundary is about four miles from the center of Monroe. It is bordered by the Ouachita River on the west, Caldwell Parish on the south, and Richland Parish on the east. It is a strictly agricultural community, having no incorporated town and only one hamlet, Bosco, which has two stores, a gasoline filling station, a post office, a railway station, a pool hall, and six homes. The greater part of the ward consists of a rather low-lying country, and the southeastern part is a large unsettled swamp. The residents of the ward are located along the banks of the Ouachita River, except in the northeastern part where there are a number of rather small landowners. On the whole the agriculture of the ward is carried on by large planters under the share-cropper system. In the system both white and Negro families are employed. Cotton is the principal crop, though some corn, Irish potatoes, sweet potatoes, cow peas, and garden vegetables are raised. A paved highway runs the entire length of the ward, and gravel roads serve as tributaries to the paved highway.

Prior to 1931 there were three one-room schools located at Riser in the prairie of the northeast part of the ward; at Logtown, a sawmill community located on the Ouachita River in the south-central part of the ward; and at Bosco, in the south-central part of the parish. The buildings were frame structures of the type usually pictured by schoolmen in their programs of propaganda for consolidation of schools. The enrollments in these schools were: Riser, 27; Logtown, 46; and Bosco, 31. The

teachers were paid $100 per month for nine months. They lived in the community; they served as janitors as well as instructors. The operating cost of the schools was about $100 per year, so that the entire cost amounted to about $2,800 per year.

In 1930 a consolidation program was put into effect in Ward Four. The consolidated school was located at Fondale near Logtown. The new building, a brick structure, together with a well-drained level plot of ground of six acres, cost $25,000. The year after the consolidated school was opened, an additional teacher was added. The teaching cost rose from $2,700 to $3,735, but the academic qualifications of the teachers were not improved. In addition there were other expenses, including the janitor's salary, which made the total cost, not counting the cost of the buses, amount to $4,500 per year.[1]

Three transfers are operated to carry the children to the consolidated school which had an enrollment of 124 children in 1935-36, distributed as follows:

1st Grade 17	5th Grade. 12
2nd Grade. 26	6th Grade. 10
3rd Grade. 19	7th Grade. 14
4th Grade. 26	

Two transfers carry the children to Fondale and then continue their trip to Monroe with students for the Ouachita Parish High School and for the Northeast Center of Louisiana State University. One transfer carries children from Bosco to Fondale and goes no farther. Of the entire enrollment of 124, only 15 walk to school. The buses carry children distances ranging from one to eight miles. In some cases the pupils are required to walk three miles and then ride eight miles to reach the school.

The Fondale school is wired for electricity, but up to the time of the visit it had not been connected with the Louisiana Power and Light Company's line, which passes within a half mile of the school. The building has running water and is equipped with modern toilet facilities. There is no auditorium or assem-

[1] The parish owns its transfers and hires drivers to operate them.

bly hall in the building, so when gatherings are held, a classroom is used as a meeting place. Obviously, when the rooms are made to accommodate a maximum of 40 pupils, the entire student body, to say nothing of their parents, can not be seated in the room. The school usually has three gatherings during the year, one for graduation, one at Christmas, and one other. When these entertainments are given, the school buses are used to transport the parents. If the weather is clear, the people gather on the school grounds and the program is given on the front steps of the building.

When the classes are not in session, the children play volleyball and indoor baseball on the grounds, and the younger children join the teachers in such group games as "Drop the Handkerchief," "Farmer in the Dell," and others. These amusements are directed by the teachers under plans laid down by the State Supervisor of Physical Education. There is no playground equipment. Most of the children arrive at the school at 7:45 so that the buses can continue their trip to the city and get there for the opening of the high school at 8:30. They do not leave until 4:25, when the bus returns from the city. School begins at 8:30, has a 15-minute recess in the morning, an hour recess at noon, a 10-minute recess in the afternoon, and is dismissed at 3:30. Thus the children have at least three hours of leisure every day which they spend on the school grounds.

There is not a parent-teacher association in the school. It was stated that efforts had been made to organize a unit but the parents could not get to the school for meetings. At Logtown a Community Club has a few of the landowners as members, but they have steadfastly refused to take in any croppers. In the school there is a 4-H club, with a membership of 13 pupils, which has monthly meetings with the parish demonstration agents. Each year about four or five of the club members go to the 4-H club camp. In the ward are four churches: one at the Prairie, a Baptist church at Bosco, a Union Church at Bosco,

and a Union Church near Logtown. None of the churches seems active or well attended.

When inquiry was made concerning the social life of the people of the ward, the reply indicated there is very little. The young people of the landowners go to the motion picture theaters in the city, while the young people of the croppers meet in their homes on Saturday nights for "play parties," where they dance without any music. For the women there seems to be no social life at all, especially for the croppers. The men frequently spend their spare time in the evenings at a pool hall in Bosco. So far as could be learned, this is the only institution for recreation in the ward. The younger children, especially the boys, hunt and fish for amusement, and groups of them get together to play baseball, not as organized teams, but with each youngster for himself in a game called "Work Up."

Of the 54 pupils in the fourth through the seventh grades of the Fondale school, 48 gave farming as the occupation of their parents, but only 17 stated they would like to be farmers or to live in the country.

There are now four teachers in the school. One has earned a B.A. degree, one has had four years of college work, and the other two have taken two years of college training. No teacher has less than five years of teaching experience nor less than five years in Fondale. Only one of the four teachers lives in the Fondale district. The others live in Monroe and commute to school each day.

There is no variation from the traditional pattern established by the State Department of Education in the subjects taught in the Fondale school. The children living in Monroe or Shreveport study the same subjects from the same state-adopted textbooks as do the Fondale pupils.

The Samstown school was selected as a typical consolidated elementary school of the French section of the state. It is located in a district devoted almost entirely to agricultural pursuits, with the greater part of the white population owning small farms.

Some, however, are laborers on the large sugar plantations. Sugar cane is the most important crop, although some truck gardening is carried on.

Samstown is on the highway about two and a half miles southeast of White Castle. Its five teachers serve an enrollment of approximately 170 pupils in the seven grades. School transfers carry 88.2 per cent of the school population distances varying from one to five miles. The average distance traveled by the children who ride the school buses to Samstown is three miles. A few children report that they live back in the cane fields and must walk about two and a half miles to catch the bus. Three buses carry children to Samstown, and one carries the advanced children to White Castle. Those buses operating for Samstown also carry the White Castle High School pupils who live along the way. The White Castle school opens at 8:45. The buses arrive there between 8 and 8:30, so children must get to Samstown in time for the bus to continue to White Castle. Of course, the distance is short and requires not more than 10 or 12 minutes.

The Samstown school is housed in a frame building now in bad state of repair. Water is secured from a well by means of a pump. There is about an acre of space in the school plot. The school building has no auditorium and could not serve as a meeting place for the community. There is little point in discussing the present structure, because at present the project for a new $25,000 building has been approved and the defects of a physical nature should soon be corrected.

Seventy-eight students are enrolled in the grades from the fourth through the seventh, of whom 83.3 per cent come from farm homes. But only 31, or 47.7 per cent, reported that they expect to be farmers or to live in the country. (In the White Castle school, among the 51 grade children who reported that farming is their parents' occupation, 23, or 45.1 per cent, expect to follow that vocation. In the high school department, of 59 who reported farming as their fathers' occupation, only eight, or 13.6 per cent, expect to be farmers.)

The physical structure of the Samstown school renders impossible any attempt the school might make to serve as a community center. There is no parent-teacher association and, although the principal stated that entertainments are held in the school almost every week of the school year, only three out of 78 pupils reported that their parents had visited the school during the school session. In reply to the question regarding attendance at school entertainments on the part of parents, 52, or 63.4 per cent, reported that their parents do not attend the entertainments, and 30, or 36.6 per cent, reported attendance.

The Samstown school teachers are well qualified for their positions, judging from the following information: one teacher has one year of college training, and 44 years of teaching experience, 17 of which has been in the Samstown school; three teachers have pursued college training for two years and one teacher has a total of almost four years of college training. The least experience any teacher has is two years. One teacher has taught four years, one, 12 years, one, 14 years, and one, 44 years. One is teaching in Samstown for her first time, one has taught there five years, one, one year, one, two years, and the other, 17 years. Three teachers have not taught long enough in the same position to be protected by the Teachers' Tenure Law.

Of the five teachers, apparently all room at home, for one teacher remains in the Samstown community during the school year and four stay in White Castle.

SECTION B

NEIGHBORHOOD GRADE SCHOOLS

In the first section of this chapter attention was centered on the Consolidated Rural Elementary School through the medium of two representative institutions. In this section examination is made of that type of school against which so much unfavorable criticism has been lodged, i.e., the Neighborhood Grade School.

For this study the Midway and Belmont Neighborhood Schools and Mixon neighborhood, in which there is no school, have been selected.

The Belmont School was selected as a Neighborhood School in the French section of the state. It is about four miles from Lutcher in a small neighborhood of some 250 people. It was, until about two years ago, a one-teacher school, but today it is staffed by two teachers. It has an enrollment of 28 pupils distributed as follows: first grade, four pupils; second grade, 11 pupils; third grade, 10 pupils; and fourth grade, four pupils. The principal of the school, a woman, taught for 15 years in the elementary department of the Lutcher High School prior to being transferred to Belmont about three years ago. She ranks as a senior in the Teachers College of Louisiana State University and attends each summer session. The assistant is a girl with two years of college training and two years' previous experience. This is her first year in Belmont.

The school building is situated in the heart of the neighborhood and, at sight, might easily be mistaken for another home. It has none of the external earmarks of the "Little Red School House." It has porches on the front and side with concrete walks going around the building. The yard has beds of flowers and shrubs, which the children, with the aid of the teachers, maintain. The building has three moderate-sized rooms, electric lights, chairs and tables for the children in the lower grades, and desks for those in the third and fourth grades. Although wood stoves are used for heating the rooms, there was little or no litter on the floor at the time of the investigation. Drinking water is supplied by large cisterns, as is usual in that section of the state. Outdoor toilets are in use but these apparently are kept clean and sanitary.

Residents of the neighborhood in which the school is located are all engaged in agriculture. The people of Belmont also have a common religion. Since this is true, the school serves as a center for various religious activities as well as a center for educa-

tion.[2] In visiting the school one is impressed with the informal air existing there. It has more the atmosphere of a home than of a public institution.

The school seems to serve as a real neighborhood center, an agency for uniting the patrons in a common interest. That this is true can be seen by the work which the Parent-Teacher Association has done. Last year there were 52 members of the Parent-Teacher Association—every family having children in the school was represented. The Belmont school was awarded a set of encyclopedias by the State Parent-Teacher Association for having the highest percentage of families, from which its school children come, represented by membership in the organization. The striving for this prize served to draw the school patrons together.

In addition to the Parent-Teacher Association, school plays and entertainments are given throughout the year. The patrons attend because the school is nearby and their children perform. Other activities centering in the school are community fairs, card parties, and social gatherings. The group united about the school even engage in excursions to visit various parks in New Orleans. The money received from the fairs, etc., given at the school, has been used to construct cement walks around the building. Today the school proudly boasts a standard-sized American flag. Funds for this were obtained at a party given at the school to which those attending contributed.

The Midway school was selected as typical for the Anglo-Saxon section of the state. Franklin Parish, in North Louisiana, where it is located, is a strictly rural neighborhood with no stores. Mail is delivered daily by the rural free delivery from Winnsboro, the parish seat. Naturally the people of the neighborhood are bound to Winnsboro by economic necessity.

The school has three teachers and an average attendance of

[2] While the writer was visiting the school, two Sisters came to the school to teach the children their religious catechism.

65 pupils distributed as follows: first grade, nine; third grade, seven; fourth grade, 13; fifth grade, 12; sixth grade, 18; and seventh grade, six. All the children live within two miles of the school and walk from their homes to school.

The school building, a frame structure, is newly painted and attractive in appearance. It is situated on a plot of ground about an acre in area. Unjacketed wood stoves are used for heating the rooms. The grounds, shaded by oak trees, provide ample playground space but there is no playground equipment.

Physical education is stressed in the form of group games, volleyball, and indoor baseball, supervised and directed by the teachers under the plan of the State Department of Education.

The occupation of parents of 44 of 46 of the school children, is farming, yet only 18 or 40.9 per cent of those whose parents are farmers stated they want to be farmers.

What part does the school play in the neighborhood life? Entertainments are given about twice a year, which 36 children stated their parents attend, while nine reported that their parents do not attend. Thirty children stated that their parents had not been to the school during the year, and 14 reported visits to the school. The school has no piano but possesses a victrola with the records suggested by the State Music Director. Two or three singing schools have been held for training the people of the neighborhood in music. There is no parent-teacher association in the neighborhood nor are there other organizations, either for the parents or for the children, in which the school has any part. According to the school principal, the neighborhood church and its young people's organization are the strongest influence for building social solidarity and cohesion in the neighborhood.

In studying the qualifications of the teachers it was observed that one of the teachers has a B.A. degree. She has taught two years, both of them in the Midway school. The principal is a man with 25 years' teaching experience, some of which have been in the capacity of high school principal. He has taught in

his present position for the past four years. The other teacher has had two years of college instruction and eight years of teaching experience, five of which have been in her present position. Of the three teachers, two live in the town and drive back and forth. The third teacher lives in the neighborhood. All of the teachers are residents of the parish in which they are employed.

The Mixon neighborhood is a strictly rural settlement situated in Northeast Louisiana about 12 miles from Baskin, the nearest hamlet, and about 14 miles from Delhi.

There is not a store, school, or church in the neighborhood. Mail is delivered daily, except Sunday, from Baskin by rural free delivery. Cotton and corn constitute the main crops. These are grown by farmers of the white cropper or tenant class.

In 1925, Ward 6, of Franklin Parish, voted a bond issue of $100,000 for the repair of schools in the ward. The following repairs and additions were made: a new high school building was constructed at Baskin, the old building was completely remodeled for an elementary school; one-room schools were built at Harrell, north of Baskin; and at Union, about five miles east of Baskin; and a two-room school building was erected at Mixon. A two-teacher school was operated at Mixon until 1930, when it was closed and the children transported by bus the 12 miles to the Baskin school. At the same time the one-room schools were closed and the children transported to Baskin.

As a help in studying the Mixon situation, the parish superintendent was interviewed.[3] He said that, prior to the consolidation, programs were held in the school building where the patrons would gather to see their children perform. The school had a library with books circulating in the neighborhood. The Christmas tree was put up in the school each year. Box suppers were held to raise funds for the school or the library, and often,

[3] The present superintendent was the man who, when serving in that capacity in 1925, suggested the new neighborhood schools, but he was not in office in 1930 when the schools were closed. He has not, however, reopened the abandoned schools since his return to the superintendency.

as much as $60 or $70 was taken in. The superintendent felt that the school served as a definite bond for the people of the neighborhood.

In a personal investigation of the settlement, the homes were found to be very poor and scattered, with only two or three near (within a quarter of a mile of) the highway. At present the school building is used as a residence by a family with three children in school. When the father of this family was asked how he liked the idea of having his children transported to a school so far away, he said he guessed it was all right. This man had moved from Webster Parish and his children had always gone long distances to school.[4] When asked what common interest existed in the neighborhood, he replied, "Nothing. Not a thing. We don't even have a church." When asked if he and his wife attended the gatherings or entertainments given at Baskin he said, "No, but my children do."

Upon inquiry, only one family residing in the district at the time of the removal of the school five years ago was found to be still living in the neighborhood. Most of the residents move each year or two. The man of this family had grandchildren attending the Baskin school. He felt that educational conditions were much better since the consolidation, because children finishing their work in the local school had been put back from one to two grades when they went to Baskin. This he attributed to the poor training they had received in the local school. He said the school had been closed because the patrons would not support it; they were constantly quarreling among themselves and with the teacher. There was no place in the neighborhood where the teacher could stay during the school year. He felt that the patrons generally approved the consolidation.

In order to get to the school, the children from this neighborhood must catch the bus between 7:15 and 7:30 in the morning. Since most of the children live off the road (some walk

[4] Webster Parish is one of the pioneer parishes in school consolidation. Every school in the parish is a consolidated high school.

from a mile to a mile and a half to reach the bus line), in the winter they leave home before daylight and do not get home until after dark.

Conclusions: From a study of these rural grade schools the conclusion must be drawn that the educational disadvantages which have been pictured as characteristic of the one-room district school do not exist to any alarming degree in Louisiana. No marked difference in academic qualifications of the teachers in neighborhood schools and those in the elementary grades of consolidated schools has been noted. This is not surprising, since all teachers are required to attain certain standards of academic training in order to secure the state teachers' certificate which will permit them to teach in the state.

Nor are the rural grade teachers inexperienced. In fact they appear to have served as long as the average of elementary school teachers in the state. This holds true of the two Neighborhood Schools studied as well as for the Consolidated Rural Grade School. This conclusion is supported by the evidence from 25 Neighborhood Schools in Lafourche Parish involving 52 teachers who have a median teaching experience of seven years prior to the current year.[5]

It has also been contended that the teacher tenure is insecure in such schools, often changing several times during the same year. On this score the evidence is very meager, but it has not been found that teacher tenure is especially secure in any of the schools studied. This was particularly the case in the rural high schools. In Neighborhood Schools the data show that teachers do not remain as long as those in larger schools and those more removed from direct contact with the parents, for in the two Consolidated Rural Grade Schools the median tenure of their position is five years, while in the two Neighborhood Schools it is three years.[6] Thus it would seem probable that the tenure of

[5] Data from the Louisiana Budget Committee files.

[6] Of course the sample is so small that it is inconclusive in that respect. However, in studying all of the rural grade schools of Franklin Parish, neighborhood

teachers in the rural grade schools is more insecure than the average for elementary school teachers of the state as a whole. Just how the Teachers' Tenure Law will affect this situation is difficult to forecast. It may be that, since teaching for three years means teaching in the same parish and since the great majority of rural grade teachers are girls whose homes are in the parish, the same practice that has been apparently used in the past will be continued, i.e., that of shifting the teacher from school to school within the system. This provides employment but does not provide security of tenure in the same position.

The claim has often been made that one teacher cannot satisfactorily do the work required to teach a group of children from the first grade through the seventh grade. This is undoubtedly true. But just how widespread is the practice in Louisiana of having one teacher teach under such conditions? Of 14 rural grade schools in Franklin Parish, seven are one-teacher schools, four, two-teacher schools, and three, three-teacher schools. Of the one-teacher schools, only one attempts to teach the subject matter of seven grades to the children of the neighborhood; another teaches through the third grade; three teach through the fourth grade; and two teach through the fifth grade. None of the two-teacher schools attempts to carry the education of the pupils beyond the sixth grade and two of the four schools take them only through the fifth grade. All of the three-teacher schools offer seven grades of elementary training. Since it is often customary for teachers in the lower grades to teach two grades together, there seems to be no reason why a good teacher cannot handle with a degree of success, two, three, or even four grades where there are such small classes as are found in these rural schools. In them the average teaching load is not over 22 pupils.

From the evidence of Franklin Parish, which seems rather

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as well as consolidated, one finds that of 25 teachers, 19 have taught fewer than three years in their present position.

typical for the North Louisiana parishes, the conclusion may be made that the picture of one teacher struggling to teach children in the seven elementary grades with a sprinkling of high school students is not typical of the Louisiana rural elementary schools. Of an average daily attendance of 534 children in the rural grade schools in Franklin Parish, only 31 (or 5.8 per cent) attend a school to any considerable degree similar to the conditions described above.

In the study of Gaumnitz,[7] it was found that many of the rural schools were too small to be able to do effective work. There is not a school in Franklin Parish with an average daily attendance of less than 19 pupils. In the entire state for the session 1934-35, the average daily attendance for the one-teacher schools was 20, with a range of attendance of 10 to 30 pupils. Only 53 out of 1,210 schools had fewer than 20 pupils enrolled.[8] Where there are approximately 20 pupils with one teacher to supervise the work of three, four, or five grades, the argument of insufficient social contact for the small children does not seem to apply. If Pressey's conclusion is accepted that children of the "middle childhood" ages (7-11) typically play in groups composed of six or eight or 10 children,[9] it is evident that the average school will supply groups of that size.

An examination of the claims put forth in behalf of consolidated schools is now timely in order to estimate the benefits to the pupils accruing from consolidation. Among the claimed benefits are: that the increased size of the school will allow enriched offerings in subject matter; that it will encourage the establishment of high schools; and that it will provide for greater social participation on the part of the students. If the schools studied, Fondale, Samstown, Midway, and Belmont are typical, it seems certain that the claims do not apply in so far as that type of school is concerned. Belmont appears to have fully

[7] *Op. cit.*

[8] "Eighty-Sixth Annual Report," *Bulletin No. 309,* State Department of Education of Louisiana (1935).

[9] *Op. cit.,* p. 124.

as much social life for the pupils as either Fondale or Samstown. There is no disposition on the part of the school authorities involved in the cases under discussion to establish high schools in the vicinities, and the size of the schools has no bearing on the subjects offered, since that is fixed by the State Board of Education for all grade schools.

In considering the relationship of the school to the community, it is found, as has been true in the case of the consolidated high schools, that consolidation and removal of the children from home and neighborhood influence go hand in hand. It may be said with considerable confidence that the consolidated school of the type under discussion is definitely not a community center. That the type of school is no guarantee of its performance of the function of community or neighborhood center is evident from the Midway school, a Neighborhood School. In this case, most of the teachers live in the urban center at a distance and relatively few of the parents visit the school. On the other hand the Belmont school seems to be fulfilling this function quite satisfactorily. That the rural school has a definite function to serve as a community or neighborhood uniting or building agent, can be seen from the study by Kolb on the *Trends of Country Neighborhoods in Wisconsin.* With reference to the "Educational Factor" he states, "Education and the local district school continue to play a leading role in the life of rural neighborhoods."[10]

From the study it seems that the attention of the school authorities has been focused almost entirely on the academic development of the individual pupils. The emphasis has been on selecting teachers well trained in the art of transmitting academic subjects to the pupils. On the whole the teachers have had ample experience in teaching. At present the majority of the parishes have parish supervisors to see that approved methods of instruction are followed. An attempt to guarantee the

[10] "Trends of Country Neighborhoods," *Research Bulletin 120,* Agricultural Experiment Station of the University of Wisconsin (1933).

teachers' position has been made by means of a Teachers' Tenure Law. Teacher retirement has been provided for as a guarantee of the future security of the teachers. Free school books and school supplies are furnished the children who attend school. In the main the buildings are attractive and sanitary. As has been previously shown, 44.6 per cent of the elementary school children of the state (outside of those attending the city schools in New Orleans, Monroe, Lake Charles, and Bogalusa) are transported to school. Approximately 75 per cent of these are transported to the rural schools. However, after a study of the schools and their operations it seems that their aim is pedantic rather than practical. The emphasis seems to be more on training the individual child in subject matter which will qualify him to climb the educational ladder to higher academic levels than to develop in him an appreciation and an understanding of the life around him. It does not seem reasonable to expect a school with a faculty largely made up of commuting teachers to inspire the children to improve a rural neighborhood in which its own employees do not wish to live. Peters, in defining the objectives of education, says, "The first is achievement of a high degree of solidarity within the group. The members must become like-minded, spiritually united, homogeneous in outlook."[11] Certainly the achievement of group solidarity cannot be attained under such conditions as have been found in the Rural Consolidated Elementary Schools.

[11] Charles Clinton Peters, *Foundations of Education* (Revised) (New York: The Macmillan Company, 1935), p. 22.

CHAPTER VIII

GENERAL CONCLUSIONS

The data for this study lead to some significant conclusions with reference to rural schools in Louisiana. Although each chapter has been summarized and conclusions drawn from the data, in this, the concluding chapter, we shall draw our conclusions from the data already examined as they provide information on the topics listed in the introductory chapter.

1. Qualification and tenure of the rural school teachers: The academic qualifications of the Louisiana teachers are high. Teachers in the small hamlet or open-country consolidated high schools uniformly possess higher academic training than is required by the Southern Association of Colleges and Secondary Schools of its accredited high school teachers. The training of teachers in the small neighborhood grade schools is also high. In fact, there is no apparent difference in the degree of academic preparation among the small rural grade school teachers and the instructors of the large consolidated elementary schools of the open country village or town.

Likewise, the Louisiana teachers are not, as a class, inexperienced in teaching. The high school instructors do not have as much experience as is characteristic of the grade school teachers, but they do have a median of more than four years of teaching experience. While there may be more inexperienced teachers in the neighborhood grade schools and in the small rural consolidated elementary schools than in the larger consolidated schools, one is not warranted in characterizing the rural grade school teachers as "inexperienced."

The Louisiana teachers do not possess security of tenure in their positions. While this is true in the rural neighborhood

grade school and in the rural consolidated high school, where frequently more than 50 per cent of the teaching body have not served in the same position for more than three years, it is also true in the urban schools in which rural children are trained, for more than 35 per cent of the teachers in these schools have not served the three-year "probation" period.

2. Character of the rural school plants and their furnishings: On the whole, the buildings in which the rural schools are housed are attractive, sanitary, and well furnished. This has often been made possible through the consolidation of schools.

3. Size of the rural schools: The small Louisiana schools are not too small to provide ample social activity for young children. The weakness in the size of the Louisiana schools seems to be in crowding together more children in one building than can be adequately provided for. This is especially true in the large urban schools wherein rural children are trained.

4. Course of study in rural schools: The rural schools fail to recognize themselves as rural where their course of study is concerned. The same urban, commercial, or "cultural" subject matter found in urban high schools is characteristic of the small rural high school. The chief difference lies in the fact that the size of the institution prevents it from offering a wide selection of this type of material. The prevailing idea, in so far as the course of study is concerned, appears to be pedantic rather than utilitarian or practical.

5. Adaptation of the course of study to the needs of the community or neighborhood in which the school is located: Since the course of study in these rural schools is that selected for urban rather than rural schools, there can be but little or incidental adaptation to the actual needs of the community or neighborhood.

6. Rate of pupil progress in rural schools: The degree of retardation in the rural schools is not exceptionally high. The rate is considerably higher in the elementary grades than in high

school. The strictly rural schools do not have a higher rate of retardation than the schools located in larger centers. In fact, the highest rate of retardation found in any school was in the urban Ouachita Parish High School.

7. Extent of consolidation of schools as indicated by the transportation of pupils to school: Consolidation of schools has reached the point in Louisiana where 42.5 per cent of the high school and 44.6 per cent of the elementary school pupils are transported to school. This seems to indicate either a somewhat higher degree of consolidation among the elementary grades than among the high schools, or a rather large amount of elimination from school in the upper levels. Also, the elementary school children travel somewhat farther to reach their rural consolidated schools than do the children of secondary school level attending the same school.

8. Provisions made in rural schools to aid in the social development of the children: There seems to be no uniform practice in extra-curricular activities for the social development of the children. The rural schools located in village centers appear to have a more balanced program of physical and academic activities than either the urban high schools or the small hamlet or open-country high schools. In the open-country high schools, physical development in the form of interscholastic competition is stressed almost to the exclusion of academic activities or physical activities aside from the competitive sports. Also, the competitive activities are usually limited to basketball. In the urban high schools the physical development is almost completely neglected due to lack of space and facilities for carrying on such a program.

9. Recognition on the part of the school of its obligation to the community: There is very little evidence to support the idea that the rural school, as an established institution, feels any responsibility to the community in which it is located. Not a high school reports any form of community activity functioning

in the school except the P. T. A., which, in the main, is a school device for securing aid for the school from the patrons, not a scheme whereby the school can act to aid the community. That the school is not regarded as a community institution with any other function than that of training the youth in academic lines is evidenced by the fact that such a small proportion of the parents of school children had visited the school during the year.

10. Possible inadequacies or weaknesses in the system of consolidated rural schools: It appears that a new form of "absenteeism" has developed with the growth of rural consolidated schools. In this case it is "absentee" educational direction. The children of the neighborhoods are removed from their home environment. They are transported to another district, in some cases to an environment entirely unlike that of their home surroundings.[1] They are taught subjects unrelated to the life they live at home and unfamiliar to their parents. They are taught in schools removed from the influence of their parents and which have no interest in their parents. They are taught by teachers who in many cases are not "birds of passage," but commuters, traveling from some urban or village center to the rural school each day that school duties make such commuting necessary.

The extent to which consolidation has been carried in some cases is certainly a defect. Some children must spend from three to four hours each day on the bus traveling to and from school. This necessitates their leaving home before daylight in the morning and arriving home after dark at night. The buses on which these children are transported are frequently overcrowded.

The consolidated rural school provides a very strong urbanizing influence in a rural community.[2]

[1] In the annual report of one Louisiana Rural Consolidated High School, the principal reported that some of the children who attended school lived as much as 50 miles apart and sat side by side in the classroom.

[2] For a discussion of urban characteristics see Gist and Halbert, *op. cit.* pp. 261-391. Cf. "Report of the Urbanism Committee to the National Resources Committee," *Our Cities—Their Role in the National Economy* (Washington: United States Government Printing Office, 1937), pp. 55-69. Sorokin, Zimmerman and Galpin, *op. cit.*, I, 65-68; 186-259.

The psycho-social effects attending the urbanizing influence of the schools on the rural youth, together with the development of an unfriendly attitude toward rural life in general and farming in particular, cannot be favorable to the future well-being either of the communities or of the rural school youths who shall remain, through force of circumstances, in the particular community and engage in agriculture as an occupation. If the psycho-social or socio-economic situation in rural sections is unsatisfactory at present, will it be bettered by the type of educational institution now operating therein? In short, will the rural youths who remain rural "do better the desirable things that they are likely to do anyway" because of having attended and completed the course in a rural consolidated high school?

Another serious weakness attending rural consolidated schools is the practice of consolidating the rural grade schools to such an extent that children at a tender age (six to 10 years) are taken away from their home influence and transported, in some cases, many miles from home. This seems neither desirable nor necessary. There can be but slight question as to which is the better situation for young children, that of the Fondale school or that of the Belmont school.

In conclusion, it appears that:

The consolidated school does not solve the educational problems in rural districts.

The rural school and the rural community need to be brought closer together in a common bond of understanding.

There appears to be a need for the small neighborhood school in rural sections for the children of the lower grades.

APPENDIX

APPENDIX

TABLE 1

SCHEDULE USED IN EXAMINING THE RURAL GRADE SCHOOL CHILDREN

Your Name_____ Age_____ Grade_____

Father's Name_____ His Occupation_____

Have you gone to any other school besides this one?____How many?____

Write Yes on the line in front of the things listed below which you have, No if you do not have them:

_____Telephone	_____Electric lights
_____Running water	_____Bathroom
_____Indoor toilet	_____Outdoor toilet
_____Screen porch	_____Screened windows
_____Glass windows	_____Radio
_____Daily paper	_____Weekly paper
_____Sewing machine	_____Electric refrigerator
_____Ice box or refrigerator	_____Automobile
_____Magazines	

Do you want to be a farmer when you are grown?_____ What do you want to be if you do not want to be a farmer?_____

How far do you live from school?_____ How do you get to school?_____

Do your parents attend P.-T. A. meetings at the school?_____

How many times have your parents visited the school this year?_____

Do your parents attend entertainments in the school?_____

Appendix

Table 2

Schedule Used in Examining the Rural High School Students

Your Name_____ Age_____ Grade_____

Father's Name_____ His Occupation_____

Rent or own land worked_____ How many acres?_____

Crops raised_____

Acres in cotton_____ Sugar cane_____ Rice_____

Do you expect to become a farmer?_____ If not, what would you like to become?_____

Write Yes before any organization which you belong to, No if you do not belong:

_____4-H Club

_____Future Farmers of America

_____Boy Scouts

_____Hi-Y

_____Girl Scouts

_____Girl Reserves

_____Church

_____Sunday School

_____School Glee Club or Quartet

_____School Honor Society

_____School clubs. Which ones?

_____

_____

_____School athletic teams. Which ones?

_____

_____

Have you ever held any school offices?_____ What?_____

Have you represented your school in State or District Rallies?_____

What?_____

Do your parents attend P.-T. A. meetings at the school?_____

How many times have your parents visited the school this year?_____

Do your parents attend entertainments given in the school?_____

If so, do they attend regularly or once in a while?_____

TABLE 2 (CONTINUED)

How many brothers and sisters have you in school?_____

What grades?_____

Brothers and sisters away from home or through school:

Brother or sister:	Age:	Education, Grade reached:	Where do they live:	Occupation:

Number of brothers and sisters of school age but not in school_____

Number too young to go to school_____ Ages_____

Have you gone to any other school besides this one?____ How many?____

How far did your father go in school?_____ Your mother?_____

If you have the following in your home or if you own the following write Yes, if not, write No:

_____Telephone	_____Electric lights
_____Running water	_____Bathroom
_____Indoor toilet	_____Outdoor toilet
_____Screened porch	_____Screened windows
_____Glass windows	_____Radio
_____Daily paper	_____Weekly paper
_____Sewing machine	_____Electric refrigerator
_____Ice box or refrigerator	_____Automobile

_____Magazines, Which ones?_____

_____

Do you attend motion picture shows?____ About how often?_____

List the subjects you are now taking_____

_____

How far do you live from the school?_____

How do you get to school?_____

APPENDIX

TABLE 3 (A)

ENROLLMENT AND TRANSPORTATION IN LOUISIANA PUBLIC SCHOOLS FOR THE SESSION 1934-35

Parish	*Enrollment*		*Transportation*			
			Elementary School		*High School*	
	Elementary School	*High School*	*Number*	*Per Cent*	*Number*	*Per Cent*
Acadia	5,366	898	3,879	72.3	491	54.7
Allen	2,346	703	1,225	52.2	254	36.1
Ascension	2,436	650	1,424	58.5	466	71.7
Assumption	1,649	282	503	30.5	170	60.3
Avoyelles	5,182	1,256	2,899	56.5	600	47.8
Beauregard	2,246	678	1,426	63.5	417	61.5
Bienville	2,492	978	1,837	73.7	582	59.2
Bossier	2,173	704	1,369	63.0	427	60.7
Caddo	10,569	4,532	1,837	17.4	832	18.4
Calcasieu	4,882	1,059	2,866	38.2	427	40.3
Caldwell	1,807	483	904	50.0	259	53.6
Cameron	1,087	163	917	84.7	154	94.5
Catahoula	1,867	399	1,476	79.1	255	63.9
Claiborne	2,473	1,055	1,772	71.7	683	62.9
Concordia	906	218	555	61.3	128	58.7
De Soto	2,163	898	942	43.6	409	45.5
East Baton Rouge	6,207	2,091	1,586	25.6	539	25.8
East Carroll	910	184	...	...	...	...
East Feliciana	592	269	300	50.7	122	45.4
Evangeline	4,110	575	...	...	...	...
Franklin	4,289	907	*	*	2,943	56.6
Grant	2,441	848	1,396	57.2	561	66.2
Iberia	3,049	653	1,358	44.5	217	34.2
Iberville	2,027	618	1,192	58.8	293	47.4
Jackson	2,000	737	1,228	61.4	415	56.3
Jefferson	4,552	1,227	426	9.4	168	13.7
Jefferson Davis	3,034	674	1,217	40.1	246	36.5
Lafayette	3,762	1,121	2,199	58.5	380	33.9
Lafourche	5,103	651	No Transportation			
La Salle	1,963	583	540	27.5	261	44.8

TABLE 3 (A) (CONTINUED)

Parish	Enrollment		Transportation			
			Elementary School		High School	
	Elementary School	High School	Number	Per Cent	Number	Per Cent
Lincoln	2,065	986	1,332	64.5	724	73.4
Livingston	3,219	873	*	*	2,680	65.5
Madison	1,086	261	454	41.8	108	41.4
Morehouse	1,895	632	1,023	54.0	307	48.6
Natchitoches	3,874	1,188	2,596	67.0	755	63.6
Ouachita	4,004	1,612	1,518	37.9	885	54.9
Plaquemines	1,138	189	484	42.5	147	77.8
Pointe Coupee	1,963	393	962	49.0	330	84.0
Rapides	8,752	2,192	2,590	29.6	1,145	52.2
Red River	1,649	577	*	*	1,797	80.7
Richland	3,985	754	2,331	58.5	474	62.9
Sabine	4,345	1,242	2,869	66.0	988	79.5
St. Bernard	949	87	308	32.5	47	54.0
St. Charles	1,582	360	937	59.2	335	93.1
St. Helena	870	243	19	2.2	27	11.1
St. James	1,521	537	809	53.2	354	65.9
St. John	942	468	487	51.7	358	76.5
St. Landry	6,077	978	3,594	59.1	436	44.6
St. Martin	4,018	347	1,248	31.1	177	51.0
St. Mary	2,263	646	529	23.4	136	21.1
St. Tammany	2,517	750	891	35.4	370	49.3
Tangipahoa	5,589	1,699	2,975	53.2	960	56.5
Tensas	952	179	701	73.6	92	51.4
Terrebonne	4,155	721	2,105	50.7	365	50.6
Union	2,802	1,082	*	*	1,772	45.6
Vermilion	5,663	1,033	3,801	67.1	641	62.1
Vernon	3,769	1,012	*	*	2,828	59.2
Washington	2,715	785	1,536	56.6	655	83.4
Webster	2,809	1,042	...	...	...	...
West Baton Rouge	718	243	279	38.9	145	59.7
West Carroll	2,963	609	1,410	47.6	404	66.3
West Feliciana	284	114	202	71.1	72	63.2
Winn	2,247	806	1,272	56.6	365	45.3
Total	187,063	50,716	83,790	44.6	21,557	42.5

* Data given for parish as a whole.

... Data not available.

Data from the files of the High School and College Commission of the Louisiana State Department of Education.

APPENDIX

TABLE 4 (A)

CHILDREN TRANSPORTED TO PUBLIC SCHOOLS IN URBAN CENTERS

Urban Center	*Population 1930*	*Elementary*		*High School*	
		Number	*Per Cent*	*Number*	*Per Cent*
Abbeville	4,356	441	44.3	157	53.8
Alexandria	23,025	381	17.1	431	35.8
Amite	2,536	320	53.2	103	35.8
Bastrop	5,121	608	47.5	144	41.0
Baton Rouge . . .	30,729	205	5.5	104	8.7
Bossier City . . .	4,003	198	27.0	77	30.0
Covington	3,208	103	25.4	256	61.0
Crowley	7,656	424	51.7	80	26.3
De Quincy	3,589	108	13.7	22	11.5
De Ridder	3,747	350	43.2	130	45.3
Donaldsonville .	3,788	200	27.0	81	42.0
Eunice	3,597	182	48.8	46	26.9
Ferriday	2,502	192	48.6	58	53.2
Franklin	3,271	96	25.6	90	45.0
Hammond	6,072	533	58.9	139	34.3
Haynesville . . .	2,541	642	68.2	262	59.7
Homer	2,909	287	52.5	106	49.1
Houma	6,531	396	27.5	324	54.7
Jackson	3,966	35	19.0	11	12.8
Jennings	4,036	202	27.0	39	14.0
Lafayette	14,635	243	20.1	58	9.3
Lake Providence.	2,867	. . .	. . .	. . .	. . .
Mansfield	3,837	158	25.6	92	30.6
Merryville	2,626	279	54.9	58	44.3
Minden	5,623	. . .	. . .	. . .	. . .
Monroe (Parish)	26,028	155	25.6	729	51.3
Morgan City . . .	5,985	86	12.9	23	8.2
Natchitoches . . .	4,547	369	53.8	136	43.3
New Iberia . . .	8,003	187	51.4	116	35.5
Oakdale	3,188	244	30.1	68	24.5
Opelousas	6,299	78	28.5	92	34.6
Pineville	3,612	163	22.6	000	00.0
Plaquemine	5,124	210	30.4	113	33.8
Ponchatoula . . .	2,898	413	56.1	202	67.3
Rayne	3,710	387	64.2	65	49.2

TABLE 4 (A) (CONTINUED)

Urban Center	*Population 1930*	*Elementary*		*High School*	
		Number	*Per Cent*	*Number*	*Per Cent*
Ruston	4,400	244	45.0	329	66.6
Slidell	2,807	140	27.3	92	39.7
Shreveport	76,655	57	1.8	201	6.0
Tallulah	3,332	277	47.8	102	40.2
Thibodaux	4,442	000	00.0	000	00.0
West Monroe . .	6,566	148	14.6	000	00.0
Winnfield	3,721	368	48.2	105	28.6
Total		9,728	11.6	4,810	22.3

. . . Data not available.
Cities operating a city system not included.

APPENDIX

TABLE 5 (A)

SCHOOL CHILDREN TRANSPORTED TO SCHOOLS IN VILLAGES WITH A POPULATION OF FROM 1,000 TO 2,500

Village	*Population 1930*	*Elementary*		*High School*	
		Number	*Per Cent*	*Number*	*Per Cent*
Arcadia	1,809	247	67.6	73	45.6
Berwick	1,678	53	14.8	7	17.9
Breaux Bridge	1,399	262	59.7	37	39.4
Bunkie	2,464	174	42.3	39	21.5
Church Point	1,037	559	82.9	117	69.6
Colfax	1,141	235	68.9	79	59.8
Cottonport	1,015	241	56.8	59	50.9
Cotton Valley	1,133	...	...	...	...
Delhi	1,043	321	62.9	59	48.3
Denham Springs	1,002	...	...	...	...
Farmerville	1,137	...	...	...	...
Gibsland	1,090	188	65.3	74	56.0
Glenmora	1,875	319	54.2	106	57.6
Gueydan	1,313	439	55.4	76	53.8
Hodge	1,367	97	33.1	No High School	
Independence	1,700	418	81.0	190	81.5
Jeanerette	2,228	37	33.0	32	26.2
Jena	1,007	112	29.2	80	38.8
Jonesboro	1,949	240	44.4	125	42.4
Jonesville	1,123	329	78.4	71	54.2
Junction City	1,202	41	100.0	12	100.0
Kaplan	1,653	514	62.4	76	45.2
Kentwood	1,726	142	37.6	65	34.9
Lake Arthur	1,602	212	40.3	44	43.1
Lecompte	1,247	199	56.9	122	83.6
Logansport	1,040	137	43.1	55	36.9
Lutcher	1,481	70	22.9	118	39.7
Mandeville	1,069	13	11.2	8	13.1
Mansura	1,067	168	56.4	52	54.8
Many	1,239	641	85.1	116	53.7
Marksville	1,527	309	56.1	103	51.0
Melville	1,541	93	30.7	17	25.8
Napoleonville	1,180	38	13.8	42	33.3

TABLE 5 (A) (CONTINUED)

Village	*Population 1930*	*Elementary*		*High School*	
		Number	*Per Cent*	*Number*	*Per Cent*
New Roads . . .	1,473	160	51.9	122	77.1
Oak Grove	1,241	304	54.8	95	51.4
Patterson	2,206	40	15.3	8	11.9
Plain Dealing . .	1,412	578	76.8	168	77.4
Port Allen	1,524	106	35.1	54	46.6
Rayville	2,076	643	75.8	226	61.7
Roseland	1,139	71	81.6	46	88.5
St. Martinville .	2,455	264	57.8	63	40.9
Springhill	1,546	. . .	. . .	. . .	. . .
Sulphur	1,888	254	34.7	62	31.0
Vidalia	1,141	59	52.7	9	32.1
Ville Platte . . .	1,722	. . .	. . .	. . .	. . .
Vinton	1,989	300	54.9	96	47.3
Vivian	1,646	327	51.0	245	62.0
Washington . . .	1,004	236	71.1	35	49.3
Welsh	1,514	469	70.6	90	52.3
White Castle . .	1,499	158	60.8	78	48.8
Winnsboro	1,965	. . .	. . .	. . .	. . .
Zwolle	1,264	263	48.5	60	66.7
Total		11,063	13.2	3,504	16.3

. . . Data not available.

Appendix

Table 6(A)

Subjects Studied by High School Pupils

Parish	*Home Economics*	*Agri-culture*	*Commerce*	*Industrial Arts*	*Foreign Language*
Acadia	312	133	75	22	151
Allen	295	44	166	. . .	. . .
Ascension	273	160	. . .	. . .	272
Assumption	. . .	. . .	. . .	. . .	167
Avoyelles	48	325	103	. . .	362
Beauregard	132	43	82	. . .	. . .
Bienville	360	. . .	193	. . .	454
Bossier	250	106	124	. . .	224
Caddo	1,417	33	735	381	1,681
Calcasieu	389	. . .	328	. . .	212
Caldwell	189	131	41	129	48
Cameron	. . .	. . .	. . .	. . .	. . .
Catahoula	165	36	. . .	. . .	139
Claiborne	372	3	201	. . .	173
Concordia	62	31	37	. . .	46
De Soto	314	38	190	30	169
East Baton Rouge	885	. . .	. . .	414	1,032
East Carroll	30	. . .	13	11	. . .
East Feliciana . . .	. . .	. . .	. . .	. . .	. . .
Evangeline	195	108	34	. . .	238
Franklin	413	21	50	. . .	423
Grant	362	121	155	. . .	44
Iberia	120	23	89	. . .	393
Iberville	190	. . .	179	. . .	135
Jackson	200	84	109	. . .	73
Jefferson	187	. . .	227	. . .	462
Jefferson Davis .	81	48	104	. . .	247
Lafayette	356	189	122	. . .	198
Lafourche	. . .	. . .	124	. . .	210
La Salle	256	63	. . .	. . .	86
Lincoln	330	88	10	. . .	. . .
Livingston	254	. . .	. . .	. . .	240
Madison	67	. . .	37	. . .	47
Morehouse	91	. . .	119	. . .	117
Natchitoches . . .	473	97	109	. . .	. . .

TABLE 6 (A) (CONTINUED)

Parish	*Home Economics*	*Agri-culture*	*Commerce*	*Industrial Arts*	*Foreign Language*
Ouachita	376	...	280	96	325
Plaquemines	...	...	...	...	...
Pointe Coupee	101	...	64	...	124
Rapides	665	36	644	61	523
Red River	...	...	...	...	...
Richland	272	36	121	...	145
Sabine	337	131	145	...	585
St. Bernard	...	...	...	...	...
St. Charles	124	...	...	...	109
St. Helena	41	28	...	...	...
St. James	106	74	90	...	177
St. John	...	44	125	...	111
St. Landry	266	118	141	...	453
St. Martin	126	26	...	...	98
St. Mary	175	29	193	...	124
St. Tammany	268	...	224	...	190
Tangipahoa	421	31	450	...	396
Tensas	56	...	34	...	77
Terrebonne	...	42	98	...	...
Union	441	94	...	...	533
Vermilion	274	102	104	...	237
Vernon	413	...	47	...	...
Washington	497	101	155	56	594
Webster	420	28	157	...	...
West Baton Rouge	36	...	...	...	157
West Carroll	185	...	20	...	52
West Feliciana	32	...	...	...	...
Winn	280	217	25	...	66
Total	15,010	3,062	6,873	1,200	13,267
Per Cent of High School Enrollment	29.1	5.9	13.3	2.3	25.7

... Not listed in that school.

APPENDIX

TABLE 7 (A)

EDUCATIONAL INSTITUTIONS IN WHICH LOUISIANA SCHOOL TEACHERS WERE TRAINED

Institutions	*Elementary School*		*High School*	
	Number	*Per Cent*	*Number*	*Per Cent*
Out of State colleges	121	4.3	256	14.5
Louisiana State University .	175	6.3	473	27.7
Louisiana State Normal . . .	1,237	44.8	370	21.7
Louisiana Polytechnic	343	12.4	167	9.8
Southwest Louisiana Institute	550	19.9	198	11.6
Tulane and Newcomb	20	.7	75	4.4
Loyola	10	.4	11	.6
Centenary	24	.9	41	2.4
Louisiana College	28	1.0	96	5.6
Others	247	8.9	16	.9
None	6	.2	0	00.0
Total	2,761	99.8	1,703	99.2

Louisiana teachers during the school session 1933-1934.

TABLE 8 (A)

TEACHING EXPERIENCE OF LOUISIANA TEACHERS

Experience in Years	*Elementary School*		*High School*	
	Number	*Per Cent*	*Number*	*Per Cent*
More than 20 . . .	124	4.7	42	3.1
15-20	207	7.9	43	3.2
10-14	362	13.9	116	8.6
8-9	317	12.2	116	8.6
7	153	5.9	55	4.0
6	193	7.4	99	7.3
5	181	6.9	110	8.1
4	213	8.2	137	10.1
3	209	8.1	171	12.7
2	247	9.5	170	12.6
1	196	7.5	138	10.2
None	194	7.1	153	11.3
Total	2,596	99.3	1,350	99.8

Median Years of Experience: Elementary School . . 6.3
High School 4.3

For the school session 1933-1934.

TABLE 9 (A)

TENURE OF LOUISIANA TEACHERS IN THEIR PRESENT POSITION

Years in Present Position	*Elementary School*		*High School*	
	Number	*Per Cent*	*Number*	*Per Cent*
More than 15 . . .	70	2.7	17	1.1
10-15	182	7.0	54	3.7
8-9	207	7.9	70	4.8
7	165	6.3	61	4.2
6	184	7.0	91	6.3
5	270	10.4	133	9.2
4	309	11.9	193	13.4
3	381	14.6	260	18.0
2	366	14.1	230	15.9
1	264	10.1	176	12.2
None	194	7.4	153	10.6
Total	2,592	99.4	1,438	99.4

Median Tenure: Elementary School . . . 4.3 years
High School . . . . . 3.6 years

For the school session 1933-1934.

TABLE 10 (A)

OCCUPATIONS OF THE PARENTS OF STUDENTS OF THE WALKER SCHOOL

Occupations	*High School*		*Elementary School*	
	Number	*Per Cent*	*Number*	*Per Cent*
Farmer	77	71.7	106	67.5
Public Worker	6	5.6	12	7.6
Mechanic	1	0.9	5	3.2
Logger	5	4.7	2	1.3
Painter	1	0.9	4	2.5
Carpenter	3	2.8	3	1.9
W.P.A. Worker	2	1.9	4	2.5
Merchant	2	1.9	2	1.3
Barber	1	0.9	2	1.3
Teacher	1	0.9	2	1.3
Transfer Driver	0	0.0	2	1.3
Standard Oil Company Employee	0	0.0	2	1.3
Miscellaneous	8	7.5	11	7.0
Total	107	100.0	157	100.0

Appendix

Table 11 (A)

Occupational Preference of the Students of the Walker School

Occupations	*High School*		*Elementary School*	
	Number	*Per Cent*	*Number*	*Per Cent*
Teacher	13	12.6	55	35.3
Clerk	26	25.2	6	3.8
Nurse	10	9.7	19	12.2
Farmer	4	3.9	22	14.1
Engineer	8	7.8	3	1.9
Doctor	4	3.9	9	5.8
Public Worker	6	5.8	4	2.6
Merchant	4	3.9	5	3.2
Beauty Specialist	2	1.9	4	2.6
Lawyer	4	3.9	1	0.6
Soldier	2	1.9	3	1.9
Minister	2	1.9	2	1.3
Forester	4	3.9	0	0.0
Musician	4	3.9	0	0.0
Aviator	3	2.9	0	0.0
Miscellaneous	7	6.9	23	14.7
Total	103	100.0	156	100.0

TABLE 12 (A)

ACADEMIC QUALIFICATIONS, TENURE, AND RESIDENCE OF THE WALKER SCHOOL TEACHERS

Teacher	*Academic Training*	*Tenure in Years**		*Residence*	
		Total	*Present Position*	*Permanent*	*During School Year*
		HIGH SCHOOL			
1. . . .	B.A.	14	2	Denham Springs	Same
2. . . .	B.A.	14	8	Walker	Walker
3. . . .	B.A.	12	1	Walker	Walker
4. . . .	B.A.	11	2	Denham Springs	Same
5. . . .	B.S.	2	1	Claiborne Parish	Denham Springs
6. . . .	B.S.	2	2	Corbin	Same
		ELEMENTARY SCHOOL			
7. . . .	3 years	24	15	Walker	Walker
8. . . .	2 years	13	2	Denham Springs	Same
9. . . .	Less than 2 years	12	4	Walker	Walker
10. . . .	2 years	10	4	Greensburg	Walker
11. . . .	2 years	10	4	Denham Springs	Same
12. . . .	2 years	8	5	Denham Springs	Same
13. . . .	2 years	9	2	Corbin	Corbin
14. . . .	2 years	8	3	Walker	Walker
15. . . .	2 years	10	6	Denham Springs	Same
16. . . .	2 years	8	3	Denham Springs	Same
17. . . .	2 years	6	1	Denham Springs	Same
18. . . .	2 years	11	0	Walker	Walker

* The term "Tenure" is used in the sense in which Foote uses it, i.e., "Total tenure refers to the entire teaching service." "Tenure in Present Position" refers to the number of years the teacher has taught in the position held at the present time.

Irving P. Foote, *Tenure of High School Teachers in Louisiana* (Baton Rouge, Louisiana State University Press, 1931), p. 2.

Appendix

Table 13 (A)

Occupations of the Parents of the French Settlement School Students

Occupations	*High School*		*Elementary School*	
	Number	*Per Cent*	*Number*	*Per Cent*
Farmer	44	81.5	71	91.0
Merchant	3	5.6	3	3.8
Butcher	2	3.7	1	1.3
Janitor	1	1.9	1	1.3
Housekeeper	1	1.9	1	1.3
Public Worker	1	1.9	0	0.0
Blacksmith	1	1.9	0	0.0
Saloon Keeper	1	1.9	0	0.0
Logger	0	0.0	1	1.3
Total	54	100.0	78	100.0

Table 14 (A)

Occupational Preferences of Students of the French Settlement School

Occupations	*High School*		*Elementary School*	
	Number	*Per Cent*	*Number*	*Per Cent*
Teacher	16	32.7	32	42.1
Nurse	9	18.4	11	14.5
Farmer	6	12.2	14	18.2
Sailor	6	12.2	4	5.3
Doctor	1	2.0	5	6.6
Dentist	3	6.1	0	0.0
Bus Driver	0	0.0	3	3.9
Miscellaneous	8	16.3	7	9.2
Total	49	100.0	76	100.0

TABLE 15 (A)

ACADEMIC QUALIFICATIONS, TENURE, AND RESIDENCE OF THE FRENCH SETTLEMENT SCHOOL TEACHERS

Teachers	*Academic Training*	*Tenure in Years**		*Residence*	
		Total	*Present Position*	*Permanent*	*During School Year*
		HIGH SCHOOL			
1. . . .	B.S.	10	1	Mississippi	French Settlement
2. . . .	B.S.	7	0	Another Parish	Watson
3. . . .	A.B.	5	0	Denham Springs	Same
4. . . .	B.S.	0	0	Denham Springs	Same
		ELEMENTARY SCHOOL			
5. . . .	2 years	18	1	Denham Springs	Same
6. . . .	2 years	5	0	St. Helena Parish	Denham Springs
7. . . .	2 years	1	1	Albany	French Settlement
8. . . .	2 years	15	12	French Settlement	Same
9. . . .	2 years	9	0	Denham Springs	Same
10. . . .	2 years	13	8	Ascension Parish	French Settlement

* The term "Tenure" is used in the sense in which Foote uses it. *Op. cit.*, p. 2. By "2 years" the completion of the required two-year teachers' training course in some college is implied.

Appendix

Table 16 (A)

Occupations of the Parents of Students of the Romeville School

Occupations	High School		Elementary School	
	Number	Per Cent	Number	Per Cent
Farmer	29	38.2	25	36.8
Vegetable Shipper	3	3.9	4	5.9
Carpenter	4	5.3	2	2.9
Merchant	2	2.6	4	5.9
Teacher	2	2.6	4	5.9
Salesman	4	5.3	2	2.9
Laborer	1	1.3	4	5.9
Mechanic	3	3.9	1	1.5
Engineer	4	5.3	0	0.0
Dredger	2	2.6	1	1.5
Sugar Drier	2	2.6	1	1.5
Electrician	1	1.3	1	1.5
Blacksmith	1	1.3	2	2.9
Miscellaneous	16	21.1	17	25.0
Total	76	100.0	68	100.0

Table 17 (A)

Occupational Preferences of the Students of the Romeville School

Occupations	High School		Elementary School	
	Number	Per Cent	Number	Per Cent
Farmer	17	23.6	8	12.9
Clerk*	15	20.8	2	3.2
Mechanic	8	11.1	7	11.3
Teacher	2	2.8	12	19.4
Nurse	10	13.9	2	3.2
Engineer	7	9.7	3	4.8
Lawyer	2	2.8	7	11.3
Doctor	2	2.8	3	4.8
Merchant	0	0.0	4	6.4
Aviator	2	2.8	1	1.6
Druggist	1	1.4	2	3.2
Miscellaneous	6	8.3	11	17.7
Total	72	100.0	62	100.0

* Clerk includes stenographer, secretary, and bookkeeper.

TABLE 18(A)

ACADEMIC TRAINING AND TENURE OF TEACHERS IN THE ROMEVILLE SCHOOL

Teacher	*Academic Training*	*Tenure in Years**	
		Total	*Present Position*
	HIGH SCHOOL		
1.	B.A.	25	17
2.	B.A.	11	4
3.	B.S.	2	2
4.	B.A.	0	0
5.	B.S.	4	0
6.	B.A.	1	1
	ELEMENTARY SCHOOL		
7.	3 years	25	24
8.	4 years	9	9
9.	3 years	8	7
10.	2 years	15	6
11.	3 years	29	26

* "Tenure" is here used in the same sense in which Foote uses it. *Op. cit.*, p. 2. "Years of academic training" means the number of years of training beyond secondary school. It is usual that "2 years" means the completion of the two-year teachers' training course in college.

Appendix

Table 19 (A)

Occupations of the Parents of Students of the Mangham School

Occupations	*High School*		*Elementary School*	
	Number	*Per Cent*	*Number*	*Per Cent*
Farmer	171	70.1	220	82.7
Laborer	13	5.3	8	3.0
Merchant	9	3.7	7	2.6
Gas Company Worker	10	4.1	4	1.5
Public Worker	9	3.7	2	0.8
Mechanic	4	1.6	4	1.5
Enforcement Officer	4	1.6	2	0.8
Painter	2	0.8	4	1.5
Teacher	2	0.8	3	1.1
Clerk*	3	1.2	2	0.8
Salesman	2	0.8	2	0.8
Electrician	2	0.8	1	0.4
Carpenter	2	0.8	1	0.4
Druggist	2	0.8	1	0.4
Miscellaneous	9	3.7	5	1.9
Total	244	100.0	266	100.0

Table 20 (A)

Occupational Preferences of the Students of the Mangham School

Occupations	*High School*		*Elementary School*	
	Number	*Per Cent*	*Number*	*Per Cent*
Nurse	40	20.5	40	16.9
Teacher	19	9.7	58	24.5
Farmer	37	19.0	34	14.3
Clerk*	32	16.4	15	6.3
Aviator	15	7.7	16	6.8
Professional	14	7.2	12	5.1
Merchant	5	2.6	20	8.4
Engineer	14	7.2	8	3.4
Musician	8	4.1	12	5.1
Soldier or Sailor	6	3.1	6	2.5
Athlete	3	1.5	5	2.1
Miscellaneous	2	1.0	11	4.6
Total	195	100.0	237	100.0

* "Clerk" includes stenographer, secretary, and bookkeeper.

TABLE 21 (A)

SUBJECTS TAKEN BY THE STUDENTS OF THE MANGHAM HIGH SCHOOL

Subjects	*Number per Grade*				
	Eighth	*Ninth*	*Tenth*	*Eleventh*	*Total*
Eighth Grade Mathematics	65	..	..	..	65
English	67	56	59	40	222
General Science	66	..	..	..	66
Home Economics	36	25	13	8	82
Biology	2	54	..	..	56
Algebra	2	56	..	..	58
Agriculture	13	19	13	..	45
Commercial Geography	17	..	..	..	17
Civics	..	10	..	..	10
Typing	..	3	36	19	58
History	..	1	48	39	88
Geometry	..	..	39	3	42
Shorthand	..	..	20	13	33
Bookkeeping	..	..	28	16	44
Latin	..	..	3	3	6
Chemistry	..	..	..	22	22

SUMMARY

Subjects	*Number*	*Per Cent*
English	222	100.0
Vocational Subjects	262	118.0
Mathematics	165	74.3
Science	144	64.9
Social Science	115	51.8
Foreign Language	6	2.7

Appendix

Table 22 (A)

Time of Arrival, Distance Traveled, Capacity, and Registered Load of the Mangham School Buses

Bus	*Time Arrived*	*Distance Traveled*	*Capacity*	*Registered Load*
1.	8:00	13.2 miles	65	76
2.	8:10	11.4 miles	65	69
3.	8:15	23.0 miles	65	87
4.	7:50	12.5 miles	70	81
5.	8:05	11.0 miles	65	68
6.	8:35	23.5 miles	65	82
7.	7:50	7.5 miles	65	75
8.	8:00	13.5 miles	65	83
9.	8:00	16.4 miles	65	60

TABLE 23 (A)

DISTANCES TRAVELED BY STUDENTS IN REACHING THE MANGHAM SCHOOL

Distance in Miles	*Number*	
	High School	*Elementary School*
Less than one	30	28
1 to 1.99	15	17
2 to 2.99	13	19
3 to 3.99	23	14
4 to 4.99	21	13
5 to 5.99	12	19
6 to 6.99	18	11
7 to 7.99	12	27
8 to 8.99	15	12
9 to 9.99	20	6
10 to 10.99	12	18
11 to 11.99	8	11
12 to 12.99	12	19
13 to 13.99	3	4
14 to 14.99	2	2
15 to 15.99	4	9
16 to 16.99	0	5
17 to 17.99	0	4
18 to 18.99	5	5
19 to 19.99	1	1
20 to 20.99	2	7
21 to 21.99	1	6
22 to 22.99	2	4
23 to 23.99	0	1
24 to 24.99	0	0
25 to 25.99	0	9
26 to 26.99	1	0

MEDIAN DISTANCE BY GRADE

Grade	*Median Distance in Miles*
Fourth	8.0
Fifth	8.5
Sixth	6.7
Seventh	6.8
Eighth	6.4
Ninth	5.5
Tenth	7.4
Eleventh	6.0

APPENDIX

TABLE 24 (A)

ACADEMIC QUALIFICATIONS AND TENURE OF THE MANGHAM SCHOOL TEACHERS

Teacher	*Academic Training*	*Tenure in Years**	
		Total	*Present Position*
	HIGH SCHOOL		
1.	M.A.	17	12
2.	B.A.	11	2
3.	B.S.	4	1
4.	B.S.	1	1
5.	B.S.	9	4
6.	B.A.	13	11
7.	M.A.	17	12
8.	B.A.	13	12
9.	B.A.	0	0
10.	B.A.	0	0
	ELEMENTARY SCHOOL		
11.	2 years	23	20
12.	B.A.	0	0
13.	2 years	12	11
14.	2 years	10	10
15.	2 years	3	3
16.	2 years	2	2
17.	2 years	5	5
18.	B.A.	0	0
19.	B.A.	16	4
20.	2 years	10	4
21.	2 years	2	1
22.	2 years	1	1
23.	2 years	19	18
24.	B.A.	0	0

* The term "Tenure" is used in the sense in which Foote uses it. *Op. cit.*, p. 2.

TABLE 25 (A)

OCCUPATIONS OF THE PARENTS OF STUDENTS OF THE LUTCHER SCHOOL

Occupations	*High School*		*Elementary School*	
	Number	*Per Cent*	*Number*	*Per Cent*
Farmer	32	37.6	31	43.7
Refinery Worker	12	14.1	5	7.0
Merchant	11	12.9	9	12.7
Laborer	8	9.4	7	9.9
Carpenter	5	5.9	2	2.8
Highway Employee	2	2.4	2	2.8
Trapper	0	0.0	4	5.6
Miscellaneous	15	17.6	11	15.5
Total	85	100.0	71	100.0

TABLE 26 (A)

OCCUPATIONAL PREFERENCES OF THE STUDENTS OF THE LUTCHER SCHOOL

Occupations	*High School*		*Elementary School*	
	Number	*Per Cent*	*Number*	*Per Cent*
Clerk	56	19.7	11	6.1
Nurse	41	14.7	19	10.5
Teacher	17	6.1	42	23.2
Farmer	28	10.0	27	14.9
Aviator	17	6.1	19	10.5
Mechanic	19	6.8	3	1.7
Beauty Specialist	15	5.4	6	3.3
Merchant	9	3.2	8	4.4
Doctor	7	2.5	5	2.8
Carpenter	4	1.4	8	4.4
Lawyer	4	1.4	5	2.8
Engineer	9	3.2	0	0.0
Soldier or Sailor	2	0.7	5	2.8
Electrician	4	1.4	1	0.6
Sister	2	0.7	2	1.1
Trapper	1	0.4	3	1.7
Miscellaneous	44	15.8	17	9.4
Total	279	100.0	181	100.0

APPENDIX

TABLE 27 (A)

SUBJECTS TAKEN BY THE STUDENTS OF THE LUTCHER HIGH SCHOOL

Subject	*Eighth*	*Ninth*	*Tenth*	*Eleventh*	*Total*
Eighth Grade Mathematics	90	..	..	..	90
English	90	70	64	56	280
General Science	89	2	..	..	91
Home Economics	23	19	..	..	42
Biology	..	52	..	..	52
Algebra	1	71	..	..	72
Agriculture	10	..	..	1	11
Commercial Geography	30	..	1	..	31
Civics	1	49	..	2	52
Typing	16	8	8	6	38
History	..	..	63	50	113
Geometry	..	..	64	5	69
Bookkeeping	28	22	2	3	55
French	..	..	62	51	113
Chemistry	..	..	1	26	27
Physics	..	..	..	29	29
Music	..	10	8	1	19

SUMMARY

Subject	*Number*	*Per Cent*
English	280	100.0
Mathematics	231	82.5
Science	199	71.1
Social Science	196	70.0
Vocational	146	52.1
Foreign Language	113	40.4
Music	19	6.8

TABLE 28 (A)

ACADEMIC QUALIFICATIONS AND TENURE OF THE LUTCHER SCHOOL TEACHERS

Teacher	*Academic Training*	*Tenure in Years**	
		Total	*Present Position*
	HIGH SCHOOL		
1.	B.A.	6	6
2.	B.S.	8	5
3.	Commercial Diploma	11	10
4.	B.A.	30	6
5.	B.A.	6	6
6.	B.S.	6	6
7.	B.A.	2	2
8.	B.S.	3	2
9.	B.A.	1	1
10.	B.A.	2	1
11.	B.S.	3	2
12.	B.S.	3	1
13.	B.A.	4	1
	ELEMENTARY SCHOOL		
14.	3 years	17	17
15.	3 years	4	4
16.	3 years	11	11
17.	2 years	5	5
18.	B.A.	10	10
19.	2 years	4	4
20.	3 years	17	17
21.	2 years	5	5
22.	2 years	3	1
23.	2 years	12	12
24.	2 years	4	4

* "Tenure" is here used in the same sense in which Foote uses it. *Op. cit.*, p. 2.

Appendix

Table 29 (A)

Occupations of the Parents of Rural Children Attending the Ouachita Parish High School

Occupations	*Number*	*Per Cent*
Farmer	162	42.9
Paper Mill Employee	30	7.9
Carpenter	18	4.8
Oil or Gas Field Employee	14	3.7
Public Worker	13	3.4
Engineer	12	3.2
Mechanic	12	3.2
Foreman or Superintendent	12	3.2
C.C.C., W.P.A., Other Relief, or Unemployed	12	3.2
Railway Employee	9	2.4
Merchant	11	2.9
Truck or Transfer Driver	7	1.9
Filling Station Operator	6	1.6
Carbon Black Plant Employee	6	1.6
Office Worker	7	1.9
Painter	4	1.1
Blacksmith or Iron Worker	3	0.8
Miscellaneous	40	10.6
Total	378	100.0

TABLE 30 (A)

OCCUPATIONS OF BROTHERS AND SISTERS OF RURAL STUDENTS ATTENDING THE OUACHITA PARISH HIGH SCHOOL

Occupations	*Number*	*Per Cent*
Housekeeper	48	16.6
Farmer	31	10.7
Soldier or Sailor	18	6.2
Carbon Black Plant Employee	15	5.2
Clerk	21	7.2
Gas or Oil Field Worker	14	4.8
Public Worker	13	4.5
Laborer	11	3.8
Merchant	10	3.4
Paper Factory Employee	10	3.4
Carpenter	9	3.1
Truck or Transfer Driver	9	3.1
Waiter or Waitress	8	2.8
C.C.C., W.P.A., or Relief	7	2.4
Teacher	6	2.1
Salesman	7	2.4
Blacksmith or Welder	4	1.4
Beauty Specialist	4	1.4
Nurse	4	1.4
Electrician	2	0.7
Surveyor	2	0.7
Miscellaneous	32	11.0
Total	290	100.0

Appendix

Table 31 (A)

Occupational Preferences of the Rural Students of the Ouachita Parish High School

Occupations	*Number*	*Per Cent*
Clerk	69	20.1
Nurse	49	14.3
Engineer	47	13.7
Teacher	28	8.2
Farmer	27	7.9
Aviator	18	5.3
Doctor	15	4.4
Soldier or Sailor	11	3.2
Musician or Music Teacher	7	2.0
Lawyer	7	2.0
Mechanic	5	1.5
Athlete	5	1.5
Public Worker	5	1.5
Scientist	4	1.2
Beauty Specialist	4	1.2
Religious Worker	4	1.2
Artist	4	1.2
Radio Worker	3	0.9
Interior Decorator	3	0.9
Detective	2	0.6
Merchant	2	0.6
Salesman	2	0.6
Miscellaneous	22	6.4
Total	343	100.0

TABLE 32 (A)

SUBJECTS TAKEN BY RURAL STUDENTS ATTENDING THE OUACHITA PARISH HIGH SCHOOL

Subjects	*Number per Grade*				
	Eighth	*Ninth*	*Tenth*	*Eleventh*	*Total*
Eighth Grade Mathematics	99	10	2	..	111
English	117	127	88	49	381
General Science	114	7	..	..	121
Home Economics	47	43	28	6	124
Biology	3	83	4	3	93
Algebra	3	111	16	39	169
Commercial Geography	60	10	8	..	78
Civics	1	64	5	1	71
Typing	..	..	24	11	35
History	..	17	60	58	135
Geometry	..	7	41	7	55
Bookkeeping	..	..	24	11	35
French	..	9	18	5	32
Chemistry	..	..	4	23	27
Physics	..	1	1	11	13
Mechanical Drawing	7	1	..	..	8
Manual Training	11	8	..	2	21
Latin	3	7	4	..	14
Shorthand	..	..	15	5	20

SUMMARY

Subjects	*Number*	*Per Cent*
English	381	100.0
Mathematics	335	87.9
Science	254	66.7
Social Science	284	74.5
Vocational	229	60.1
Manual Training	21	5.5
Foreign Language	46	12.1
Drawing	8	2.1

APPENDIX

TABLE 33 (A)

DISTANCES TRAVELED BY RURAL CHILDREN TO REACH THE OUACHITA PARISH HIGH SCHOOL

Distance in Miles	*Number*	*Per Cent*
1 to 1.9	2	0.5
2 to 2.9	19	5.2
3 to 3.9	39	10.6
4 to 4.9	36	9.8
5 to 5.9	58	15.8
6 to 6.9	19	5.2
7 to 7.9	17	4.6
8 to 8.9	20	5.4
9 to 9.9	16	4.4
10 to 10.9	17	4.6
11 to 11.9	7	1.9
12 to 12.9	19	5.2
13 to 13.9	16	4.4
14 to 14.9	16	4.4
15 to 15.9	26	7.1
16 to 16.9	8	2.2
17 to 17.9	6	1.6
18 to 18.9	10	2.7
19 to 19.9	0	0.0
20 to 20.9	8	2.2
21 to 21.9	2	0.5
22 to 22.9	5	1.4
23 to 23.9	0	0.0
24 to 24.9	0	0.0
25 to 25.9	1	0.3

TABLE 34 (A)

OCCUPATIONS OF THE PARENTS OF RURAL CHILDREN ATTENDING THE TERREBONNE HIGH SCHOOL

Occupations	*Number*	*Per Cent*
Farmer	132	45.2
Carpenter	12	4.1
Fisherman	11	3.8
Laborer	10	3.4
Merchant	10	3.4
Clerk	9	3.1
Trapper	8	2.7
Manager	7	2.4
Foreman	7	2.4
Oil Company Employee	6	2.1
Salesman	6	2.1
Engineer	6	2.1
Mechanic	4	1.4
Transfer Operator	4	1.4
Fur Buyer	3	1.0
Boatman	3	1.0
Conservation Agent	3	1.0
Driller	2	0.7
Butcher	2	0.7
Molder	2	0.7
Miscellaneous	45	15.4
Total	292	100.0

Appendix

Table 35 (A)

Occupations of Brothers and Sisters of Rural Students Attending the Terrebonne High School

Occupations	*Number*	*Per Cent*
Housekeeper	86	30.5
Farmer	29	10.3
Clerk	24	8.5
Oil Company Employee	18	6.4
Nurse	14	5.0
Laborer	11	3.9
College Student	8	2.8
Mechanic	7	2.5
Merchant	5	1.8
Salesman	5	1.8
Soldier or Sailor	5	1.8
Truck or Transfer Driver	4	1.4
Carpenter	4	1.4
Railroad Worker	4	1.4
Engineer	4	1.4
Restaurant Worker	3	1.1
Baker	3	1.1
Sister	2	0.7
Miscellaneous	46	16.3
Total	282	100.0

TABLE 36 (A)

OCCUPATIONAL PREFERENCES OF RURAL STUDENTS OF THE TERREBONNE HIGH SCHOOL

Occupations	*Number*	*Per Cent*
Nurse	47	18.4
Teacher	45	17.6
Clerk	44	17.3
Engineer	27	10.6
Aviator	16	6.3
Mechanic	10	3.9
Lawyer	10	3.9
Farmer	10	3.9
Doctor	7	2.7
Beauty Specialist	2	0.8
Miscellaneous	37	14.5
Total	255	100.0

APPENDIX

TABLE 37 (A)

SUBJECTS STUDIED BY STUDENTS OF THE TERREBONNE HIGH SCHOOL

Subject	Number per Grade by Place of Residence							
	Rural				Town			
	Eighth	Ninth	Tenth	Eleventh	Eighth	Ninth	Tenth	Eleventh
Eighth Grade Mathematics	71	1	..	..	63	3	..	..
English	84	72	75	53	81	69	53	35
History	..	5	39	34	..	7	43	24
Shorthand	2	27	18	24	..	20	14	17
Spanish	..	17	30	21	3	21	14	13
Agriculture	10	5	13	5	3	1	..	1
Algebra	10	38	14	4	13	46	4	2
Geography	73	2	2	3	73	6	..	3
Typing	..	1	20	18	..	2	14	14
Biology	2	7	6	6	2	12	4	8
Geometry	..	..	26	1	..	5	26	9
French	..	..	26	9	..	..	21	11
Civics	6	51	..	3	5	52	..	1
General Science	77	20	3	1	76	3	..	..
Bookkeeping	..	..	25	26	..	..	28	19
Latin	..	3	3	..	4	5	2	2
Chemistry	..	..	4	35	..	..	..	26

SUMMARY

Subject	Rural		Town	
	Number	Per Cent	Number	Per Cent
English	284	100.0	238	100.0
Social Science	218	76.8	214	89.9
Mathematics	165	58.1	171	71.8
Vocational	194	68.3	133	55.9
Science	157	55.3	131	55.0
Foreign Language	99	34.9	96	40.3

TABLE 38 (A)

DISTANCES TRAVELED BY RURAL STUDENTS TO REACH THE TERREBONNE HIGH SCHOOL

Distance in Miles	*Number*	*Per Cent*
1 to 1.9	17	6.4
2 to 2.9	26	9.7
3 to 3.9	10	3.7
4 to 4.9	12	4.5
5 to 5.9	8	3.0
6 to 6.9	14	5.2
7 to 7.9	5	1.9
8 to 8.9	22	8.2
9 to 9.9	31	11.6
10 to 10.9	13	4.9
11 to 11.9	5	1.9
12 to 12.9	23	8.9
13 to 13.9	4	1.5
14 to 14.9	9	3.4
15 to 15.9	8	3.0
16 to 16.9	17	6.4
17 to 17.9	8	3.0
18 to 18.9	12	4.5
19 to 19.9	3	1.1
20 to 20.9	7	1.6
21 to 21.9	5	1.9
22 to 22.9	5	1.9
23 to 23.9	1	0.4
24 to 24.9	0	0.0
25 or more	2	0.7